The Chinese University of Hong Kong
CW Chu College

General Education Programme

GECW1010: University and Society

Course Announcement and Handout
Created on 15 July 2025/ GECW1010 Announce 2025 v05c

The present set of course outline should be regarded as *interim and indicative* for students admitted in 2025–26. The final version will be confirmed by end of August.

1.   INTRODUCTION

Out of 123 units for a four-year curriculum, there is a General Education (GE) requirement of 19 units, of which 6 units will be provided by the College. This will consist of the following courses:

Year 1	GECW1010 University and Society	3 units
Year 2, 3 or 4	GECW4010 Senior Seminar*; or GECW4021 College Project; or GECW4022 College Project (Service)	3 units

*GECW4010 is no longer be offered after 2022–23, but is retained in this document for students in the pipeline who have already taken the course. GECW4021 and GECW4022 are offered starting from 2022–23 to replace GECW4010.

In addition, there will be non-credit-bearing components.

Orientation
There will be an Extended Orientation for new students, to cover elements of adjustments to university study and college life.

Service
For students who enter in 2024 or thereafter, there is a University-wide service-learning requirement, which is automatically satisfied by taking GECW4022. For those who elect GECW4021, the service-learning requirement has to be satisfied in other ways. Briefings will be separately provided.

2.   COURSE DESCRIPTION FOR GECW 1010

(1) Idea of a University: origin, values, purposes; debates about higher education; universities in the modern world. (2) Idea of This University: higher education in Asia and Hong Kong; history and mission of this university; policy and individual choice. (3) Tradition and Modernity: concept of modernity, modernisation in Western civilisation; China and the West: contacts and interactions, globalisation and challenges. (4) Academic Study Skills.

Students pre-assigned to this course are advised to pay special attention to the latest information and arrangement of the course via the mass email and Blackboard messages issued by the College.

（一）大學的理念：源起、價值、目的，有關高等教育的爭議，現代的大學。（二）中大的理念：亞洲和香港的高等教育，本校的歷史和使命，政策與個人選擇。（三）傳統與現代：現代化的概念，西方文化的現代化歷程；中國與西方：接觸與互動，全球化及其挑戰。（四）學術技能。

凡已預先註冊本科的學生，應留意書院發出的電郵及中大學生學習平台 (Blackboard) 的通告，以獲取更新資料及科目安排。

3.   LEARNING OUTCOMES, LEARNING ACTIVITIES AND ASSESSMENT

3.1   Goals and learning outcome

GECW1010, normally taken in Y1T1, is a key component of the first-year experience introducing students to university learning. The expected learning outcomes are:

(1) An understanding of the origin, purposes and values of universities (K)

(2) An appreciation of the diversity of higher-education systems around the world, and of the changing higher-education scene in China (K)

(3) An understanding of the higher-education system in Hong Kong and of CUHK in particular, including values, constraints, debates (K)

(4) The attitude of reflecting upon university values, university life and the student's own role in university (V)

(5) The ability to consider and debate various options and choices facing the higher-education system in Hong Kong and facing CUHK in particular, and through this example, the habit of engaging in policy discussions on the basis of evidence and in the knowledge of constraints (V)

(6) Awareness of the wider arena in which this university and its members play their parts, at the crossroads between tradition and modernity, and at the interface between China and the West in the global order (K, V)

(7) An appreciation of some of the wider issues in society, and the habit of engagement with these issues (K, V)

(8) An appreciation of plurality of values, and tolerance and respect for different values, gained through engagement with some of these issues (V)

(9) The skills important to university education, especially the ability to construct and present cogent arguments in a written form, and in oral presentations (S)

(10) The skills of working together in a team (S)

K = knowledge; S = skill; V = value

3.1 Learning activities

About 2/3 of the time will be spent in lectures, and 1/3 in interactive tutorials/ workshops; the latter will be preceded by small-group collaboration outside scheduled class hours. The lectures will include modules on academic study skills, with an emphasis on academic writing and synchronised with writing assignments leading to the term paper.

4. CONTENT

Theme 1   Idea of a University

In order to provide background to new university students facing choices and uncertainties, an introduction will be given on: the origin and development of universities; the different and changing values and purposes; debates about university and higher education; and the different types of universities in the modern world.

Theme 2   Idea of This University

To prepare students as thoughtful and articulate members of this academic community, an introduction will first be given to the higher-education system in Hong Kong and the rest of Asia, and students will be invited to debate options and choices. Students will then learn about: the history and development of CUHK; its vision, mission and values; its plans and the future. Choices are then discussed: policy choices for the sector and for the University; choices for the individual student. These issues will be discussed in the recognition of plural values, changing historical contexts, external constraints and the consequences accompanying any choice, and in relation to students' own need to exercise choice and set priorities in the coming years.

Theme 3   Tradition and Modernity, China & the West

Theme 3 is hinged on the University motto, and open students' vistas onto wider issues, making them aware of and encouraging them to think about the connections between the University's values and their own studies on the one hand, and the world at large on the other.

The University motto is 'To combine tradition with modernity; to bring together China and the West'. This module is intended to introduce the concept of modernity; the key transitions to modernity in Western civilisation; the process and pain of the modernisation of China from the mid-Qing dynasty to the present; tensions between tradition and modernity. Modernisation of China, especially through interactions with the West, China in the globalised international order.

Theme 4   Academic Study Skills

This theme on academic skills for university study will be dispersed as short modules throughout the term. In addition to skills such as reading, library use, and searching for information, as well as concepts such as academic honesty, the main emphasis will be on academic writing, in order to help students develop the ability to marshal an argument with cogency and present ideas in written form. Students will be introduced to the techniques of organisation, focus, attention to audience, referencing, and style. The theme will be correlated with the term paper required in the course (including the related intermediate tasks; see Section 6). The skills developed are intended not only for the term paper in this course, but for academic writing throughout university life, and indeed for formal writing in a variety of careers and tasks.

5. ELECTRONIC PLATFORMS

The platform **CUSIS** will be used for course management, and notices will be sent to the email address registered with CUSIS (@link email address). Please access this mailbox regularly, or set an auto-forward to another account that you read regularly. Messages sent to this address will be assumed to be delivered and received.

Course material (including this document) and announcements will be put on the **CUHK eLearning System**, i.e., **Blackboard**. Students are also required to submit written work through this system (in addition to VeriGuide where needed).

Zoom will sometimes be used for consultations especially outside normal class hours.

URLs

CUSIS	http://www.cuhk.edu.hk/cusis/
ELEARNING	http://www.cuhk.edu.hk/eLearning/ [Note]
BLACKBOARD	https://www.edtech.cuhk.edu.hk/lms-blackboard-students
Zoom	https://cuhk-edtech.padlet.org/web/azkhbq5sjnfo

Note: The eLearning portal is an overall umbrella under which Blackboard, Zoom and other platforms can be found.

6. COURSE ORGANISATION

6.1 Units and hours

The first week is about Getting to Know the College: Extended Orientation. In the remaining weeks, there will be 6 weeks of topical lectures, interspersed with 3 weeks of tutorials, 2 weeks of academic skills lectures and one writing workshop; each occasion will be 3 class hours.

6.2 Class size

The class size will be ~75 for lectures, ~15 to ~18 for tutorials.

6.3 Tutorial organisation

The whole class will be divided into ~6 tutorial sections of up to 18 students each, and meeting in three weeks. See Appendix A for details of tutorial arrangements.

6.4 Reading

The *required reading* will be of modest quantity (say 20–30 pages per lecture). A list of *suggested reading* will be provided, and it is hoped that students will read a selection, possibly in relation to the preparation of the term paper.

The required reading for each lecture will be available on Blackboard. To help students who may *initially* have difficulties with English, Chinese translations of *parts* of *some* of the lectures will also be placed on Blackboard. The purpose is not to avoid English texts, but to *help students in the process of transition* in reading lengthier and more difficult text in English.

The content of the required reading will be the subject of a quiz at the end of the relevant lecture. (See Section 6.6.)

In addition to the *Lecture Notes*, which constitute the required reading, a *Manual* on academic skills will also be available on Blackboard, to supplement the short lectures on these topics.

6.5   Term paper

A term paper is required, relatively short because this may be the first academic term paper that the students have ever written: 1,500 words in English or 2,000 words in Chinese. In addition to the final product, there will be a series of intermediate tasks (see Section 7) correlated to modules on academic writing embedded into the course. The term paper instructions are in <u>Appendix B</u>.

6.6   Quizzes

There will be a short quiz at the end of each topical lecture L1, ... , L6. Each quiz will cover the pre-assigned reading and the lecture just delivered. There will be no examination at the end of term. The quizzes will consist of questions requiring short answers, and may be answered in either English or Chinese. One purpose of the quizzes is to promote the habit of *close reading*.

Only the best 5 out of 6 quizzes will be counted, i.e., the lowest score will be discarded.

Students may be approved for absence if there are **medical or other unavoidable reasons**. Such absence requests should be made to the College Office before the relevant lecture with suitable documentary proof (e.g., medical certificate). Upon approval, the scores of the remaining quizzes will be scaled up. For example, if one quiz is missed with approval, then the best 4 out of 5 (instead of 5 out of 6) will be counted, and the total score scaled up by a factor of 5/4. If two or more quizzes are missed, some make-up arrangements may be necessary.

For any absence with personal reasons,[1] the missed quiz will be scored as zero. In other words, it will be the one that is discarded, and the remaining quizzes will be counted as 5 out of 5.

6.7   Assessment scheme

Tutorial participation	20%
Term paper [1]	40%
Quizzes	40%

Notes
[1]   Including intermediate tasks.

The assessment rubrics for the different components are in <u>Appendix E</u>.

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[1] Including, for example, attending a graduation ceremony back at high school, or attending non-mandatory activities in the major department (mandatory activities should not conflict with scheduled class hours) or participation in activities of student clubs.

6.8   Language

The vision of CW Chu College includes *internationality*, and the College expects to enrol more than the average percentage of students from outside Hong Kong. This first College course should have the function of integrating students from different backgrounds into a single community, through a shared learning experience. With this in mind, the lectures **will be conducted in English**. Tutorials will normally be conducted in English, in order that ideas can be shared among students with different backgrounds. However, students who initially have difficulties may apply for special arrangements; see Appendix A.

Bilingual versions (or choices) may be available for some items in the suggested reading lists. Term papers and short answers quizzes may be written in either English or Chinese.

7.   IMPLEMENTATION PLAN (2025–26)

Any queries on logistic arrangements should be directed to the College Office, at ge.cwchu@cuhk.edu.hk. Students are urged to pay attention to announcements (through @link email and/or Blackboard) for any course updates.

Getting to Know the College: Extended Orientation

Lectures: 6 topical lectures L1 to L6

Quizzes: short quizzes Q1 to Q6 at the end of each lecture L1 to L6

Academic Skills: modules A1 to A5 under the theme Academic Skills

Tutorials: Tut 1 to Tut 3

Writing Workshop: A6 with Assignment 2 on hand for reference

Written Assignment:

1. Term paper topic, thesis statement, abstract and outline (5 marks)
2. Add one section and bibliography list (5 marks)
3. Draft of full paper (0 mark; *optional*)
4. Full paper (30 marks)

Time Table: Shown in Appendix C.

APPENDICES

Please see separate documents

Appendix A   Tutorial Arrangements
Appendix B   Term Paper Instructions
Appendix C   Timetable
Appendix D   List of Teachers
Appendix E   Assessment Rubrics

Tutorial Arrangements

Dates

	Theme	Date
Tut 1	The idea of a university	26 Sep
Tut 2	The idea of this university	24 Oct
Tut 3	Tradition & modernity, China & the West in the global order	28 Nov

Section and groups

Students are divided into Sections (T01 to T06) of up to 18 students each. Students should refer to the tutorial date, time and venue as indicated in the timetable on CUSIS under their assigned tutorial section.

To enhance opportunities for discussion, and to promote teamwork, each tutorial *section* (~12 to 18 students) will be further divided into 4 to 6 *groups* of 3 students each. Each group shall organise its own small-group break-out discussion outside scheduled class hours *before* the tutorial session.

Topics

For each tutorial, a list of 6–7 topics (I to VII) will be given out ahead of time; each group will be assigned one topic. The groupings and assigned topics will be announced via email and Blackboard at the start of term. Some *suggested* (not mandatory) questions or sub-topics are provided, merely to start you thinking; cover *any or none* of these as you wish.

Presentations and discussions

A designated member of the group, chosen in rotation so that each student presents at least once, will deliver a *short* presentation during the tutorial session on their assigned topic, based on the group's discussions held outside of class. This will be followed by a general discussion among the class for about 15 minutes.

This arrangement follows the format often used in workshops and retreats, and is chosen to allow more time for discussions outside the scheduled hours, the opportunity to engage in team work and more organised and better prepared presentations (which may be necessary when presenting in a second language).

For any absence with personal reasons,[2] no alternate tutorial arrangement will be made.

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[2] See footnote 1.

Students may take the following table as reference.
E.g. At the first tutorial (Tut 1), there are 18 students in Section T01. Students are further divided into 6 sub-teams of three members each.

	Content/ Rundown (per tutorial)	Time
Before the tutorial	Small-group break-out discussion	Flexible
During tutorial	Topic I Student A's presentation	10 minutes
	Topic I discussion	15 minutes
	Topic II Student B's presentation	10 minutes
	Topic II discussion	15 minutes
	Topic III Student C's presentation	10 minutes
	Topic III discussion	15 minutes
	Break	
	Topic IV Student D's presentation	10 minutes
	Topic IV discussion	15 minutes
	Topic V Student E's presentation	10 minutes
	Topic V discussion	15 minutes
	Topic VI Student F's presentation	10 minutes
	Topic VI discussion	15 minutes

Language and special language arrangements

To ensure exchange of views among students from different backgrounds, tutorial sections should be conducted in English by default, apart from the special arrangements below. In recognition that English is not the first language, students will not be marked down for lack of fluency or accuracy; the quality of the content and the logic of the arguments will be the primary consideration.

It is recognised that a small number of students may have *initial* difficulty in engaging in lively discussion in English. In order *to help the transition* to (and not to steer away from) a world of intellectual discourse in a global context, special arrangements are made to allow *some* students with lower English scores (i.e. local students with Level 3 or 4 in HKDSE English and Mainland students with *gaokao* English score below 140), who feel they are not yet ready to engage in lively discussions in English, to apply to be assigned to a section in which Putonghua/ Cantonese will be a common language, and may be used if necessary. The final decision will be made by the Course Coordinator, after reviewing your application. Students will be notified of the results individually. Those with special arrangements are encouraged to take part in additional activities to address the identified shortfall in English.

The special arrangement is not available to students who enter via the international channel; or local students entering with international qualifications such as IB or GCE, or who enter with HKDSE English at level 5 or above; or Mainland students with *gaokao* English score at 140 or above.

Assessment rubric

The assessment rubric shown on Appendix E gives an *indication* of what the teachers would be looking for in the tutorial presentation and discussion. The list is illustrative rather than exhaustive, and should not be regarded as a rigid marking scheme. The expected qualities listed against each nominal grade should be understood, where appropriate, as additional attributes over and above those expected for the next lower grade.

The presentation itself constitutes only a (small) part of the assessment. **The ability to engage the class is also important**. It is much better to have a short presentation that prompts lively discussion, rather than a presentation that over-runs. Presentation slides should be kept to a minimum (no more than 5), and nothing is gained by fancy layout. Material in the lectures or the reading material should not be repeated.

Many of the same factors are also relevant for the term paper, though in that case the clarity of the written work would also be important.

Term Paper Instructions

Choice of topic

The topic should be relevant to the course, drawing on the material and propositions found in the lectures and the supplementary reading material. An acid test is that a student who has not taken this course should not be able to write the term paper. Moreover, the topic should connect to one or more issues that are close to you, and on which you are able to inject information or views not generally available to an 'outside' reader. As an example, if you write about university rankings, you might wish to consider how ranking pressure affects your educational experience in CUHK, citing any recent trends that you see and can document, and suggesting ways forward. Such content should be reflected in both the title and in the outline submitted.

For more details and skills, pay attention to *Academic Skills Module A1: Choice of term paper topic.*

Language and word count

1,500 words in English or 2,000 words in Chinese

Submission File Format and Deadlines

- Include your full name, SID, major, preferred contact email at the top of the page as part of the front matter.
- Submit soft copy in Word docx format, **NOT** in pdf format. The assignment grader will mark comments directly on the file. Hard copy is not needed.
- Name the file as e.g. CHAN Tai Man_Assignment X. Please put your surname/ last name/ family name first, then your given/ middle name. X refers to the assignment number (i.e. 1, 2, 3 or 4).
- See Appendix C for the submission deadlines.

Components of written assignment

Assignment 1 (5 marks)	Content
NO NEED to go through VeriGuide.	• Topic (paper title), thesis statement, abstract and outline (section and subsection headings), • Thesis statement means one (or at most 2–3) sentence(s) about your claim. Put it at this point for this assignment, but in the final paper it should be merged into the paper, probably towards the end of the Introduction. • All these can be changed (hopefully only in minor ways) for the next Assignments. The purpose here is to encourage you to start thinking and planning early, and to provide opportunity for feedback.
Resubmission may be needed if the paper topic is irrelevant/ inappropriate / not feasible.	GAI • Generative AI (GAI) software is **NOT** allowed for this assignment. The submission should contain the following declaration at the end of the submission: 'I declare that for this assignment, I have not used any generative AI tools.'

Assignment 2 (5 marks) NO NEED to go through VeriGuide.	**Content** • Repeat the title, thesis statement, abstract and outline from Assignment 1, amended according to feedback received if appropriate • Add the full draft of one section. If one single section is very short, include (part of) another section; try to submit about 500 words, so that the instructor can make useful comments on your writing. • Add the (provisional) list of references. The purpose is to guide you (a) towards the habit of citing credible sources, and (b) in the matter of citation styles. For the latter, it is not likely (nor expected) that you would get the stylistics completely right, but the initial attempt will help you focus and provide examples for you to work on in the Writing Workshop. • If there have been significant points of feedback on Assignment 1, please attach the feedback at the end, for easy reference by the grader. **GAI** • GAI software is **NOT** allowed for this assignment. The submission should contain the following declaration at the end of the submission: 'I declare that for this assignment, I have not used any generative AI tools.'
Assignment 3 (0 mark; *optional)* DO NOT submit to VeriGuide.	**Content** • A full draft of the final paper, including a proper list of references. • This is optional and primarily intended to encourage early writing and to provide feedback, allowing time for revisions. **GAI** • See the same set of instruction of Assignment 4 (see below).

Assignment 4 (30 marks)
 	
MUST submit to VeriGuide before submitting to Blackboard.
	Content
	• Final paper with proper formatting and bibliography list.
	• If there have been significant points of feedback on the previous Assignments, please attach the feedback at the end, for easy reference by the grader.
	
	Submission
	• First submit to **VeriGuide**
	  • Assignment Marker: Dr Heidi Huang
	  • Submission Type: Individual
	  • Assignment Number: 4
	  and obtain the **Academic Honesty Declaration Statement**. Sign the statement and append to the last page of the final paper.
	• The final paper (with the signed statement) should be submitted to **Blackboard** *before* the deadline.
	• Penalties for late submissions (based on the time recorded on Blackboard) are as follows:
	  • 1 day: no penalty
	  • 2 days: deduct 1 mark out of 30
	  • 3 days: deduct 2 MORE marks (i.e., total of 3 marks) out of 30
	  • 4 days: deduct 3 MORE marks (i.e., total of 6 marks) out of 30

- 5 days: deduct 4 MORE marks (i.e., total of 10 marks) out of 30
- Further delays: subject to good justification, may be graded, but the COURSE grade will be capped at D.

GAI
Students have two options.

1. Do not use any GAI software. Then the submission should contain the following declaration at the end of the submission: 'I declare that for this assignment, I have not used any generative AI tools.'

2. If GAI tools are to be used, the following procedure should be followed.
   - Complete a full draft *before* consulting any GAI software. Submit this, labelled as **'(1) Initial Draft'.** Do not submit to VeriGuide.
   - Consult any GAI software you wish, but keep a log of the interactions (i.e., the 'conversation' with the software). The log should be kept as a txt, docx, or pdf file in a suitable folder and a link provided (see next point).
   - A final version is prepared making use, in any way, of the output from the GAI software. Submit this as well, labelled as **'(2) Final Version'**. On the title page of this version, give the link to the interaction log.
   - In addition, submit a statement stating, in your view, how the use of GAI has improved the paper (whether in organisation, content, quality of writing, grammar, logic, …) giving examples of improvements. Label this statement as **'(3) Reflection on Use of GAI'**
   - Subject to all these ingredients being present, you will be graded principally on the basis of the Final Version.

In either option, in a small number of cases teachers may interview students to ascertain the situation with the use of GAI tools.

General Comments
GAI tools are now quite powerful in assembling material found on the Internet into readable paragraphs, and (especially for non-native speakers) improving linguistic fluency. But these tools cannot know about specific local situations to which general arguments may or may not apply, or what has been discussed in this course. These tools are also weak in evaluating the quality of the information they gather, in adducing evidence for claims, and in logical reasoning linking the ideas put forward. Students are warned not to take the output from such software for granted in these regards. Because of the growing availability of these tools, the emphasis in grading will tilt away from mere linguistic fluency, and more towards evidence of original and critical thinking.

This is a SAMPLE only. You will have your own statement generated with personal details after submission to VeriGuide. You should sign the statement (at the bottom of the page) and append to the final paper for submitting to Blackboard.

The Chinese University of Hong Kong
Academic Honesty Declaration Statement

Submission Details

Student Name	CHAN Tai Man (1155212158)
Year and Term	2025-2026 Term 1
Course	GECW-1010--University and Society
Assignment Marker	Dr Heidi Huang
Submitted File Name	CHAN Tai Man_Assignment 4.docx
Submission Type	Individual
Assignment Number	4
Submission Reference Number	254564

Due Date (provided by student)	2025-12-08
Submission Time	2025-12-08 19:02:00

Agreement and Declaration on Student's Work Submitted to VeriGuide

VeriGuide is intended to help the University to assure that works submitted by students as part of course requirement are original, and that students receive the proper recognition and grades for doing so. The student, in submitting his/her work ("this Work") to VeriGuide, warrants that he/she is the lawful owner of the copyright of this Work. The student hereby grants a worldwide irrevocable non-exclusive perpetual licence in respect of the copyright in this Work to the University. The University will use this Work for the following purposes.

(a) Checking that this Work is original

The University needs to establish with reasonable confidence that this Work is original, before this Work can be marked or graded. For this purpose, VeriGuide will produce comparison reports showing any apparent similarities between this Work and other works, in order to provide data for teachers to decide, in the context of the particular subjects, course and assignment. However, any such reports that show the author's identity will only be made available to teachers, administrators and relevant committees in the University with a legitimate responsibility for marking, grading, examining, degree and other awards, quality assurance, and where necessary, for student discipline.

(b) Anonymous archive for reference in checking that future works submitted by other students of the University are original

The University will store this Work anonymously in an archive, to serve as one of the bases for comparison with future works submitted by other students of the University, in order to establish that the latter are original. For this purpose, every effort will be made to ensure this Work will be stored in a manner that would not reveal the author's identity, and that in exhibiting any comparison with other work, only relevant sentences/ parts of this Work with apparent similarities will be cited. In order to help the University to achieve anonymity, this Work submitted should not contain any reference to the student's name or identity except in designated places on the front page of this Work (which will allow this information to be removed before archival).

(c) Research and statistical reports

The University will also use the material for research on the methodology of textual comparisons and evaluations, on teaching and learning, and for the compilation of statistical reports. For this purpose, only the anonymously archived material will be used, so that student identity is not revealed.

I confirm that the above submission details are correct. I am submitting the assignment for:

[X] an individual project.

I have read the above and in submitting this Work fully agree to all the terms. I declare that: (i) the assignment here submitted is original except for source material explicitly acknowledged; (ii) the piece of work, or a part of the piece of work has not been submitted for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration; and (iii) the submitted soft copy with details listed in the <Submission Details> is identical to the hard copy(ies), if any, which has(have) been / is(are) going to be submitted. I also acknowledge that I am aware of the University's policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the University website http://www.cuhk.edu.hk/policy/academichonesty/.

I declare that I have not distributed/ shared/ copied any teaching materials without the consent of the course teacher(s) to gain unfair academic advantage in the assignment/ course.

I also understand that assignments without a properly signed declaration by the student concerned will not be graded by the teacher(s).

CHAN Tai Man
_____
Signature (CHAN Tai Man, 1155212158)

8/12/2025
_____
Date

Instruction for Submitting Hard Copy / Soft Copy of the Assignment

This signed declaration statement should be attached to the hard copy assignment or submission to the course teacher, according to the instructions as stipulated by the course teacher. If you are required to submit your assignment in soft copy only, please print out a copy of this signed declaration statement and hand it in separately to your course teacher.

Appendix C

Timetable for 2025

- *Q1, Q2 etc. denote quizzes*

(1)	Fri 5 Sep	
3 h	Getting to know the College: Extended Orientation	DoS
(2)	Fri 12 Sep	
1 h	L0. Course Organisation	Young
2 h	L1. The Idea of a University: Origins and Evolution / Q1	Huang
(3)	Fri 19 Sep	
2 h	L2. The Idea of a University: Modern Universities / Q2	Huang
1 h	A1: Choice of term paper topic	Young
(4)	Fri 26 Sep	
3 h	Tut 1: The Idea of a University	
(5)	Fri 3 Oct	
3 h	L3. The Idea of This Univ: Higher Ed in HK & CUHK / Q3	Young/Huang
(6)	Fri 10 Oct	
1.5 hr	A2. Thesis statement, abstract, outline, structure	Young
1.5 hr	A3. Searching for information	Fung
	Thu 16 Oct (23:59)	
	Assignment 1 due: Term paper title, thesis statement, abstract and outline	
(7)	Fri 17 Oct	
2.5 h	L4. Whither HK Higher Education? Whither CUHK? / Q4	Young/Huang
0.5 h	Briefing on College Project & Service Learning	Young
(8)	Fri 24 Oct	
3 h	Tut 2: The Idea of This Univ	
(9)	Fri 31 Oct	
3 h	L5. Tradition & Modernity: Modernity and the Rise of Modern Western Civilisation / Q5	Hall

(10)	Fri 7 Nov	
1 h	L6. China & the West in the Global Order / Q6	Huang
2 h		Liu
Thu 13 Nov (23:59)		
	Assignment 2 due: Revised title, thesis statement, abstract, outline; one section, bibliography list	
(11)	Fri 14 Nov	
3 h	A6. Writing workshop	Yung
Mon 17 Nov (23:59)		
	Assignment 3 due (optional): Complete draft	
(12)	Fri 21 Nov	
2 hr	A4. Editing, formatting, referencing	Tessmer
1 hr	A5. Academic honesty	Young
(13)	Fri 28 Nov	
3 h	Tut 3: Tradition & Modernity, China & the West in the Global Order	
Mon 8 Dec (23:59)		
	Assignment 4 due: complete term paper	

List of Teachers

				Lectures	Tutorials
Ms FUNG Sue	University Library	suefung@cuhk.edu.hk	3943 6252	A3	
Prof HALL Stephen	Faculty of Law	stephenhall@cuhk.edu.hk	3943 4426	L5	
Dr Heidi HUANG	OUGE/ CWC		3943 5456	L1–L4, L6	T06
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GECW1010: University and Society
Assessment Rubrics

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The assessment scheme is as follows.

Quizzes	40
Tutorial	20
Term paper	40

A letter grade (A, A−, B+, …, including possibility of interpolated points e.g., A−/B+) will be assigned to each component and converted to a grade point (4.0, 3.7, 3.3, …). The weighted average over the three components will be the starting point for deciding the letter grade for the course. However, teachers may impose a degree of moderation for a number of reasons, including (a) to achieve consistency across different tutorial sections, and (b) to take account of possible variation in the difficulty of quizzes from year to year.

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Quizzes

There will be 6 quizzes, one for each lecture topic. All the quizzes consist of questions requiring short answers. Only the best 5 out of 6 quizzes will be counted.

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Tutorial

The following gives an indication of what the teachers would be looking for in the tutorial presentation and discussion. However, the list is illustrative rather than exhaustive, and should not be regarded as a rigid marking scheme. The expected qualities listed against each nominal grade should be understood, where appropriate, as additional attributes over and above those expected for the next lower grade.

Many of the same factors are also relevant for the term paper, though in that case the clarity of the written presentation would also be important.

Content

A	Shows evidence of having identified, evaluated and assimilated a range of sources (including some that were hitherto unknown to classmates and teachers); brings multiple perspectives into the discussion.

B	Has gone beyond the material suggested by the teacher, and selected relevant and reliable material to add to the discussion. Choice of material reflects multiple points of view.
C	Shows evidence of having read and digested related material in the bibliography and/or suggested reading.
D	Regurgitates content of lectures and/or assigned reading, without evidence of seriously reading material in the bibliography and/or suggested reading.

Argument

A	Shows the ability to synthesise a logical and forceful argument, with evidence and after consideration of alternatives and consequences. The argument is likely to convince a rational and open-minded peer to seriously reconsider his/her position or change his/her mind.
B	Arguments for and against are both included, with no significant omissions. Arguments are well supported by evidence and are for the most part logical. In addition, is able to assess and estimate the likely effect of proposals (including unintended and long-term consequences), and to show how the pros and cons balance. Is willing to consider alternate points of view.
C	Argument is supported by evidence and possibly some research, e.g., with data on benchmarking. Some arguments for and against are included, but there are significant omissions. Lapses in logic.
D	Argument is presented only as a personal view, from one perspective, and without evidence (or in the face of evidence to the contrary). Or there are serious flaws in logic, in domains that are central to the issue at hand.

Attendance and presentation

A	As a presenter is able to excite the whole class; as a participant is able to inject fresh points of view that enrich the discussion.
B	As a presenter is able to interest and engage the whole class; as a participant is able to make informed and constructive criticisms and contributions.
C	Speaks when designated as presenter, in a one-way delivery, but otherwise not participating.* Or participating in a way that detracts from the quality of the discussion.
D	Absent, late, unprepared, discourteous.

* Imperfect fluency in a second language will not be marked down, but students need to overcome any consequential reluctance to speak out, which will count negatively as lack of participation.

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Term paper

The following gives an indication of what the teachers will look for, not a rigid marking scheme. The descriptor for each nominal grade should be understood, where appropriate, to mean features over and above those for the next lower grade.

Topic

A	Topic is highly relevant and captivates the reader.
B	Topic is relevant to the course, and makes connections between different ideas and issues.
C	Topic is relevant to the course, but is either (a) too generic to have novelty, or (b) too narrow to draw interest, or (c) too simplistic with only one single theme.
D	Although the topic is related to the course, the paper could have been written by someone who has not taken the course.
F	No or little connection to the course.

Content

A	The author has drawn from, evaluated, assimilated and synthesised a variety of recommended (or other) readings to enrich the discussion from multiple perspectives. The content contains surprises and/or material that the teacher may wish to include in future lectures.
B	The author has gone beyond the required reading and lectures, and drawn substantially from the recommended (or other) readings to enrich the discussion. There is some awareness of the quality of different sources. The content bridges general ideas with specific issues.
C	The content shows understanding of the required reading and/or lectures, but only limited exposure to recommended reading, and fails to connect to ideas and issues outside these sources. There are gaps in the knowledge of the quality of sources.

Argument

A	Shows the ability to synthesise a logical and forceful argument, with evidence and after consideration of alternatives and consequences. The argument is likely to convince a rational and open-minded peer to seriously reconsider his/her position or change his/her mind.
B	Arguments for and against are both included, with no significant omissions. Arguments are well supported by evidence and are for the most part logical. In addition, is able to assess and estimate the likely effect of proposals (including unintended and long-term consequences), and to show how the pros and cons balance. Is willing to consider alternate points of view.
C	Argument is supported by evidence and possibly some research, e.g., with data on benchmarking. Some arguments for and against are included, but there are significant omissions. Lapses in logic.
D	Argument is presented only as a personal view, from one perspective, and without evidence (or in the face of evidence to the contrary). Or there are serious flaws in logic, in domains that are central to the issue at hand.

Writing

A	An excellent piece of academic writing. The essay is well structured, reads very coherently and is well referenced.	
B	A reasonable piece of academic writing. The essay is generally well structured, although there may be parts where the point being made is not always clear; generally well referenced.	
C	Academic writing is essentially acceptable; the essay is not that well structured, and there are a number of points where the issues being made are somewhat opaque; referencing could be better. Some spelling and/or grammatical errors flagged by the word processing software not dealt with.	
D	Academic writing is generally weak; the essay is poorly structured: there are numerous points where the issues being made are very hard to follow; referencing is poor. Many spelling and/or grammatical errors flagged by the word processing software not dealt with.	
F	Academic writing is very weak indeed; the essay is very poorly structured: the points being made are all very hard to follow; referencing is very poor. No attention to errors caught by word processing software.	

Presentation and format

A	Professional standard; looks like an article published in a good academic journal.
B	A reasonable and pleasant appearance; no major errors or inconsistencies in format and style; broadly acceptable as manuscript for submission to a good academic journal.
C	A small number of errors or inconsistencies; with minor corrections could be acceptable as manuscript for submission to a good academic journal.
D	Contains many errors and inconsistencies in format and style.