Quick Reference Guide and Checklist for GE Proposals in Area A
Chinese Cultural Heritage

Course Description Form

Beyond a general description that situates the course within a given discipline and explains the course relevance within a broader context, the complete course description must detail the course syllabus, readings, activities, and assessment mechanisms designed or selected to facilitate the students' mastery of the desired outcomes. In Area A this mastery involves an understanding and appreciation of the essential characteristics of Chinese culture.

A. Syllabus. For GE courses in general: The students who are going to take your course are all non-majors. It may represent the only chance that they can ever know anything about your discipline. So what are the most important messages/ issues/ passions about your field that you want to share with them through this course?

1_____ Does your course introduce the key ideas, perspectives and methodologies of the discipline to students so they can have an idea of the significance and value of the discipline?

2._____ Does the syllabus provide a logical and integrated framework that encloses the various subtopics so the students will not get lost in a discipline with which they are not familiar?

3._____ Does your course make connections with other fields or with "real world" issues?

4._____ Does the course allow students to develop critical reasoning and to make informed judgment?

For GE course in Area A:

1._____ Does the course provide multiple perspectives on viewing Chinese cultural heritage ?

2._____ Does it allow the students to develop an appreciation for the diversity of values and beliefs in Chinese culture?

3_____ Does the course highlight different aspects of Chinese culture related to the human experience in modern life?

B. Reading Materials. Careful reading done outside class is an essential component of all General Education courses at CUHK. Students are expected to read relevant materials outside class and beyond lecture notes.

1.____ Does your course have substantial but realistic amount of reading material that students are expected to do (and to critically evaluate) on their own each week?

2.____ Are these additional readings incorporated into course exams or other assessment measures?

3.____ Are these materials readily available to students (on-line, in the library or in handouts)?

C. Learning Activities. GE courses should include a wide range of student-centered activities with the goal that students will become life-long learners.

1. ____ Are student-centered activities incorporated into class sessions that enable students to become actively engaged with the material and learn from one another?

2.____ Are students provided with various opportunities to learn, write about and/or discuss the course material with the instructor and with one another (among other options, through pair work, group work, out-of-class activities, on-line, during office hours, etc.)?

D. Assessment. Assessment measures provide students with a variety of ways in which their mastery of the course content will be measured throughout the course. Assessment mechanisms must be in synch with the course content and criteria for grading needs to be explicit. Students should be regularly provided with feedback on their progress.

1._____ Does the course detail the manner in which student mastery of learning outcomes will be assessed?

2._____ Are there on-going assessment measures used throughout the semester (as opposed to one final examination or one term paper handed at the term end encompassing the entire grade)?

3._____ If there is a participation grade, is there a detailed explanation of how this grade will be assigned?

4._____ Are there different assessment measures used to evaluate different aspects of students' performance and mastery of the subject matter (among other possibilities, oral presentations, e-portfolios, quizzes, reflective journals)?

E. Outcomes. Each component of the course should form part of an organic whole. The various elements included should be designed and selected based on the likelihood that they will enable students to master the intended course outcomes, moving progressively through the different level of cognitive skills, i.e. remembering, understanding, applying, analyzing, synthesizing and evaluating/ creating.*

1._____ Are the learning outcomes formulated in term of what students will know and be able to do after taking the course?

2._____ Do the learning activities and required readings contribute effectively to the achievement of the intended learning outcomes?

3._____ Are the assessment methods adequate to measure students' performance related to the intended learning outcomes?

* Please refer to the Bloom's taxonomy

Quick Reference Guide and Checklist for GE Proposals in Area B
Nature, Science and Technology

Course Description Form

Beyond a general description that situates the course within a given discipline and explains the course relevance within a broader context, the complete course description must detail the course syllabus, readings, activities, and assessment mechanisms designed or selected to facilitate the students' mastery of the desired outcomes. In Area B this involves broadening students' perspectives on nature, science and technology. It introduces students to various principles, discoveries and methods of science. Students will learn to appraise and evaluate with a scientific attitude human's role in being part of nature and the impact of science and technology on modern life.

A. Syllabus. For GE courses in general: The students who are going to take your course are all non-majors. It may represent the only chance that they can ever know anything about your discipline. So what are most important messages/ issues/ passions about your field that you want to share with them through this course?

1_____ Does your course introduce the key ideas, perspectives and methodologies of the discipline to students so they can have an idea of the significance and value of the discipline?

2._____ Does the syllabus provide a logical and integrated framework that encloses the various subtopics so the students will not get lost in a discipline with which they are not familiar?

3. _____ Does your course make connections with other fields or with "real world" issues?

4._____ Does the course allow students to develop critical reasoning and to make informed judgment?

For GE course in Area B:

1._____ Does the course enable students to describe major principles, discoveries and methods of the course's field of study?

2._____ Does it allow the students learn to apply basic scientific methods and principles to analyze issues related to nature, science and technology?

3_____ Does the course provide students with activities so that they may explore on their own issues related to nature, science and technology that are of interest to them?

4.____ Does it provide students with the tools to appraise and evaluate human's role in being part of nature?

5.____ Does it enable students to appraise and evaluate the impact of science and technology on human life?

B. Reading Materials. Careful reading done outside class is an essential component of all General Education courses at CUHK. Students are expected to read relevant materials outside of class and beyond lecture notes.

1.____ Does your course have substantial but realistic amount of reading material that students are expected to do (and to critically evaluate) on their own each week?

2.____ Are these additional readings incorporated into course exams or other assessment measures?

3.____ Are these materials readily available to students (on-line, in the library or in handouts)?

C. Learning Activities. GE courses should include a wide range of student-centered activities with the goal that students will become life-long learners.

1. ____ Are student-centered activities incorporated into class sessions that enable students to become actively engaged with the material and learn from one another?

2.____ Are students provided with various opportunities to learn, write about and/or discuss the course material with the instructor and with one another (among other options, through pair work, group work, out-of-class activities, on-line, during office hours, etc.)?

D. Assessment. Assessment measures provide students with a variety of ways in which their mastery of the course content will be measured throughout the course. Assessment mechanisms must be in synch with the course content and criteria for grading needs to be explicit. Students should be regularly provided with feedback on their progress.

1._____ Does the course detail the manner in which student mastery of learning outcomes will be assessed?

2._____ Are there on-going assessment measures used throughout the semester (as opposed to one final examination or one term paper handed at the term end encompassing the entire grade)?

3._____ If there is a participation grade, is there a detailed explanation of how this grade will be assigned?

4._____ Are there different assessment measures used to evaluate different aspects of students' performance and mastery of the subject matter (among other possibilities, oral presentations, e-portfolios, quizzes, reflective journals)?

E. Outcomes. Each component of the course should form part of an organic whole. The various elements included should be designed and selected based on the likelihood that they will enable students to master the intended course outcomes, moving progressively through the different level of cognitive skills, i.e. remembering, understanding, applying, analyzing, synthesizing and evaluating/ creating.*

1._____ Are the learning outcomes formulated in term of what students will know and be able to do after taking the course?

2._____ Do the learning activities and required readings contribute effectively to the achievement of the intended learning outcomes?

3._____ Are the assessment methods adequate to measure students' performance related to the intended learning outcomes?

* Please refer to the Bloom's taxonomy

Quick Reference Guide and Checklist for GE Proposals in Area C
Society and Culture

Course Description. Beyond a general description that situates the course within a given discipline and explains the course relevance within a broader context, the complete course description must detail the course syllabus, readings, activities, and assessment mechanisms designed or selected to facilitate the students' mastery of the desired outcomes. In Area C this involves each student understanding the ways in which human societies are constituted and human cultures are represented, both in general terms and also in all of their diversity. In Area C courses, students are also introduced to the theories and/or methodologies through which social, political, economic and/or cultural issues are studied.

A. Syllabus.

For GE courses in general: The students who are going to take your course are all non-majors. It may represent the only chance that they can ever know anything about your discipline. So what are the most important messages/ issues/ passions about your field that you want to share with them through this course?

1_____ Does your course introduce the key ideas, perspectives and methodologies of the discipline to students so they can have an idea of the significance and value of the discipline?

2._____ Does the syllabus provide a logical and integrated framework that encloses the various subtopics so the students will not get lost in a discipline with which they are not familiar?

3. _____ Does your course make connections with other fields or with "real world" issues?

4._____ Does the course allow students to develop critical reasoning and to make informed judgment?

For GE course in Area C:

1._____ Does the course enable students to understand the ways in which human society and/or culture are formed?

2._____ Does it allow the students to appreciate the diversity of different cultures, values and beliefs?

3_____ Does the course provide students with opportunities to use critical methodologies to analyze related issues?

4.____ Does it enable students utilize concepts or theories studied in class to explain related issues?

B. Reading Materials. Careful reading done outside class is an essential component of all General Education courses at CUHK. Students are expected to read relevant materials outside of class and beyond lecture notes.

1.____ Does your course have substantial but realistic amount of reading material that students are expected to do (and to critically evaluate) on their own each week?

2.____ Are these additional readings incorporated into course exams or other assessment measures?

3.____ Are these materials readily available to students (on-line, in the library or in handouts)?

C. Learning Activities. GE courses should include a wide range of student-centered activities with the goal that students will become life-long learners.

1. ____ Are student-centered activities incorporated into class sessions that enable students to become actively engaged with the material and learn from one another?

2.____ Are students provided with various opportunities to learn, write about and/or discuss the course material with the teacher and with one another (among other options, through pair work, group work, out-of-class activities, on-line, during office hours, etc.)?

D. Assessment. Assessment measures provide students with a variety of ways in which their mastery of the course content will be measured throughout the course. Assessment mechanisms must be in synch with the course content and criteria for grading needs to be explicit. Students should be regularly provided with feedback on their progress.

1._____ Does the course detail the manner in which students' mastery of learning outcomes will be assessed?

2._____ Are there on-going assessment measures used throughout the semester (as opposed to one final examination or one term paper handed at the term end encompassing the entire grade)?

3._____ If there is a participation grade, is there a detailed explanation of how this grade will be assigned?

4._____ Are there different assessment measures used to evaluate different aspects of students' performance and mastery of the subject matter (among other possibilities, oral presentations, e-portfolios, quizzes, reflective journals)?

E. Outcomes. Each component of the course should form part of an organic whole. The various elements included should be designed and selected based on the likelihood that they will enable students to master the intended course outcomes, moving progressively through the different level of cognitive skills, i.e. remembering, understanding, applying, analyzing, synthesizing and evaluating/ creating.*

1._____ Are the learning outcomes formulated in term of what students will know and be able to do after taking the course?

2._____ Do the learning activities and required readings contribute effectively to the achievement of the intended learning outcomes?

3._____ Are the assessment methods adequate to measure students' performance related to the intended learning outcomes?

* Please refer to the Bloom's taxonomy

Quick Reference Guide and Checklist for GE Proposals in Area D
Self and Humanity

Course Description. Beyond a general description that situates the course within a given discipline and explains the course relevance within a broader context, the complete course description must detail the course syllabus, readings, activities, and assessment mechanisms designed or selected to facilitate the students' mastery of the desired outcomes. In Area D this involves each student reflecting on the meaning of human endeavors, and gaining a better understanding of his or herself.

A. Syllabus. For GE courses in general: The students who are going to take your course are all non-majors. It may represent the only chance that they can ever know anything about your discipline. So what are the most important messages/ issues/ passions about your field that you want to share with them through this course?

1_____ Does your course introduce the key ideas, perspectives and methodologies of the discipline to students so they can have an idea of the significance and value of the discipline?

2._____ Does the syllabus provide a logical and integrated framework that encloses the various subtopics so the students will not get lost in a discipline with which they are not familiar?

3. _____ Does your course make connections with other fields or with "real world" issues?

4._____ Does the course allow students to develop critical reasoning and to make informed judgment?

For GE course in Area D:

1._____ Does the course enable each student to examine his or herself with a broadened perspective?

2._____ Does it allow the students to appreciate the diversity of values and beliefs?

3_____ Does the course provide each student with activities that will enable him or her to make informed decisions about moral issues and articulate his or her own moral judgment?

4._____ Does it enable students to appreciate creative works with a broad perspective?

5._____ Does it enable students to utilize their critical reasoning skills?

B. Reading Materials. Careful reading done outside class is an essential component of all General Education courses at CUHK. Students are expected to read relevant materials outside of class and beyond lecture notes.

1._____ Does your course have substantial but realistic amount of reading material that students are expected to do (and to critically evaluate) on their own each week?

2._____ Are these additional readings incorporated into course exams or other assessment measures?

3._____ Are these materials readily available to students (on-line, in the library or in handouts)?

C. Learning Activities. GE courses should include a wide range of student-centered activities with the goal that students will become life-long learners.

1. ____ Are student-centered activities incorporated into class sessions that enable students to become actively engaged with the material and learn from one another?

2.____ Are students provided with various opportunities to learn, write about and/or discuss the course material with the instructor and with one another (among other options, through pair work, group work, out-of-class activities, on-line, during office hours, etc.)?

D. Assessment. Assessment measures provide students with a variety of ways in which their mastery of the course content will be measured throughout the course. Assessment mechanisms must be in synch with the course content and criteria for grading needs to be explicit. Students should be regularly provided with feedback on their progress.

1._____ Does the course detail the manner in which student mastery of learning outcomes will be assessed?

2._____ Are there on-going assessment measures used throughout the semester (as opposed to one final examination or one term paper handed at the term end encompassing the entire grade)?

3._____ If there is a participation grade, is there a detailed explanation of how this grade will be assigned?

4._____ Are there different assessment measures used to evaluate different aspects of students' performance and mastery of the subject matter (among other possibilities, oral presentations, e-portfolios, quizzes, reflective journals)?

E. Outcomes. Each component of the course should form part of an organic whole. The various elements included should be designed and selected based on the likelihood that they will enable students to master the intended course outcomes, moving progressively through the different level of cognitive skills, i.e. remembering, understanding, applying, analyzing, synthesizing and evaluating/ creating.*

1._____ Are the learning outcomes formulated in term of what students will know and be able to do after taking the course?

2._____ Do the learning activities and required readings contribute effectively to the achievement of the intended learning outcomes?

3._____ Are the assessment methods adequate to measure students' performance related to the intended learning outcomes?

* Please refer to the Bloom's taxonomy