Course Descriptions

GCHC 1085 Human Civilization, Cultural Heritage and Landscapes (3,3,0)

In the long period of human civilization, people have created many magnificent historical landmarks and cultural landscapes. The course will introduce students to the concept of civilization and cultures. In particular, cultural heritage and landscapes will be discussed as products of human history, civilization, cultures, and physical spaces. By using both local and worldwide examples, the course will assist students in acquiring the skills to observe and interpret cultural landscapes.

http://ge.hkbu.edu.hk/course/GCHC-1085/

GCHC 1086 The Making of Humankind (3,3,0)

The course will present an alternative history demonstrating how non-traditional approaches (archaeological, geological, science archives) can tell stories from the past. An introduction will be given to the history of planet Earth and how events in the distant past have determined the nature of, and limits to, our modern civilizations. A more intensive narrative is developed dealing with human pre-history and the initiation of the earliest human cultures. The main focus will be on understanding our own ancestors and their spread across the world. Their cultural adaptations will be discussed by examining the development of stone tools, the origins of art, the earliest forms of writing, and the shift from hunter-gathering to agricultural and fishing activities and, subsequently, to the rise of the earliest civilizations. Questions will be raised as to what may happen to us in the future, given the evidence of our past.

http://ge.hkbu.edu.hk/course/GCHC-1086/

GCHC 1087 Collective Memories, Constructed Cultures: The European Museum (3,2,1)

The course will introduce the major European cultural centers, which have developed around the existence of large-scale public museums. Students will study the origins of such museums, their evolving structures (including attendant research institutions) and functions, and the controversies surrounding their collections and activities in past and present. Emphasis will be given to their role in heritage conservation and national identity building, as well as trans-national cultural research, dialogue and conflict. The course will finally discuss contemporary approaches to commoditize museums while at the same time sustain their capacity to influence national and global cultural discourse.

http://ge.hkbu.edu.hk/course/GCHC-1087/

GCIT 1005 Essential IT for Enterprises and SoHo (3,1,2)

This course aims to provide students with an overview of the business IT environments from large enterprises to SoHo (Small office Home office). It covers key concepts of information technology, specially addressing the opportunities it brings to the business world at large, and SoHo startups in particular. This course also aims to let students experience how information technology increases the efficiency and productivity in the workplaces. It covers topics including e-commerce, e-marketing, network security, intellectual property, etc. Practical knowledge on business applications such as spreadsheet, database and web portal management software will also be stressed.

http://ge.hkbu.edu.hk/course/GCIT-1005/

GCIT 1006 IT for Success in Everyday Life and Work (3,1,2)

This course aims to prepare students for the challenges of their everyday life and work by equipping them with practical knowledge and skills to engage in fast-moving information technology. Its main thrust is the incorporation of essential forward-looking IT concepts illustrated with real-world examples and coupled with hands-on experiences in the support of problem solving and creative application of IT.

http://ge.hkbu.edu.hk/course/GCIT-1006/

GCIT 1007 IT and Digital Media (3,1,2)

Due to the advancement of information technology, more traditional media, like photo, music, movie, etc., have become digital and some also contain interactive elements like computer games. Digital media even change our daily experience, like the way of advertising. This course aims to introduce the key IT concepts behind different digital media, explain the proper use of IT to better manage them, as well as how the evolution of digital media affects different aspects of our daily life. This course also aims to introduce various digital media software tools and let students experience the content creation of various digital media.

http://ge.hkbu.edu.hk/course/GCIT-1007/

GCIT 1015 IT Innovations Shaping Our World (3,1,2)

This course aims to equip students with knowledge on the key IT innovations that are shaping our world, including the latest development of digital media technology, the advancement of digital communication technology, and the development of smart IT systems, for digital media technology, this course covers latest standards and basic scientific principles of digital imaging, digital TV and digital music, this course also introduces the key of IT innovations in telecommunications and wireless technologies.

http://ge.hkbu.edu.hk/course/GCIT-1015/

GCIT 1016 Life-long Learning with Information Technologies

This course is designed to develop students’ understanding about the theories behind various IT-supported learning strategies. It focuses on the enhancement of learning by adopting a variety of IT-supported learning strategies. With both theoretical and practical components, this course aims to enable students to explore their individual learning style and consequently develop their own learning methods with the appropriate use of technologies to cater for their study needs in university settings and for life-long learning.

http://ge.hkbu.edu.hk/course/GCIT-1016/

GCLA 1005 University Chinese (3,2,1) (C)/(P)

本課程共有三個教學單元：（一） 演辯技巧與實踐；（二） 評判式閱讀與寫作；（三） 邏輯與論文寫作。每個單元的教學目的是：單元一：分析演辯的策略與技巧，並通過實踐，提高學生的演辯能力；單元二：介紹評判式閱讀與寫作的理論和策略，指導學生撰寫評論文章；單元三：講授字詞句進階知識，幫助學生了解中文語言的內容，提高講論能力。 This course comprises three teaching and learning units: 1) Practice on speech and debating skills; 2) Critical reading and writing; 3) Advanced language knowledge. The objectives of each unit are: Unit 1: To examine the strategies and techniques of speech and debate, and to improve the debating and public speaking competence of students through practice; Unit 2: To introduce students to the theories and strategies of critical reading and writing, and to guide students in writing critical reading reviews of an academic, expository or argumentative nature; Unit 3: To equip students with advanced Chinese language knowledge for a better understanding of the cultural elements of Chinese language and the enhancement of effective communication.

http://ge.hkbu.edu.hk/course/GCLA-1005/

GCLA 1008 University English I (3,2,1)

Important contemporary themes are selected to motivate and engage students in thought-provoking and purposeful use of English. The themes also provide a framework for a diversity of multimedia materials, including academic texts, news reports, magazine articles, web articles and videos, TV and radio programmes, etc. Students will have extensive opportunities to read and listen to, as well as discuss and write about, major issues arising from each theme, thereby improving both their language proficiency and their intellectual maturity and cultural knowledge. Generic academic and professional skills (summary writing, graph/table description, discussion strategies, etc.) are distributed and explicitly practised in the course.

http://ge.hkbu.edu.hk/course/GCLA-1008/
GCLA 1009 University English II (3,2,1) (E)
This course, as a continuation of University English I, adopts the same approach to reinforce the learning outcomes at a more advanced level. Students will have extensive opportunities to read and listen to as well as discuss and write about, major issues arising from each selected contemporary theme. Students will learn to read and analyse the issues critically and from multiple perspectives to gain a deeper understanding and insight, and to present their arguments and points of view convincingly in class and in writing. Advanced academic and professional skills (synthesizing, debating, panel discussion, etc.) are distributed and explicitly practised in the course.
http://ge.hkbu.edu.hk/course/GCLA-1009/

GCLA 1015 Chinese I (3,3,0) (P)
This course is mainly designed for students whose native language is not Chinese. It aims to teach the four basic skills of language learning in Chinese: listening, speaking, reading, and writing. Students will learn how to read the Chinese Pinyin system, as well as how to read and write Chinese characters. In addition, students will learn how to converse in daily life situations, learn how to read simple passages, and learn the basics of grammar, as well as learn how to write characters and simple sentences.
http://ge.hkbu.edu.hk/course/GCLA-1015/

GCNU 1005 Beating the Odds (3,3,0) (E)
This course begins with a list of well-selected and counterintuitive examples to help students become aware of the existence of mathematics in every aspect of our lives. Chance plays a huge part in life; one will have a better management of risk and opportunities and hence higher odds to become a winner in life if he knows more about how probability works. Rather than focusing on calculating a few specific combinations or permutations, which are tiresome and tedious to most, this course uses real-life situations as incentives and utilizes mathematics as a tool to figure out the “Best Bet” in some everyday problems. Casinos and games are topics commonly seen in probability; after equipping students with the knowledge necessary for identifying the “Best Bet”, we move on to a very practical problem—knowing that the chance of winning is 99.9%, how much should we invest on this “Best Bet”? Our investigations (not the formulas and calculations) are then extended to cover more real-life situations in which its odds cannot be predicted by counting techniques. Students will discover new ways of expressing known information, connecting reality to math, applying meta-tools to predict chances, and making statistically-justifiable decisions.
http://ge.hkbu.edu.hk/course/GCNU-1005/

GCNU 1006 Discovering Hong Kong by Statistical Software (3,3,0) (E)
This course serves as an introduction to statistical analysis, engaging basic descriptive statistics and advanced regression models. Students often memorize the relevant equations and symbols without understanding the reasoning and motivations behind them, which is not a student-friendly approach to learning statistics. Here, we skip all of the hard statistical details, which will encompass not only simple descriptive statistics, but also other influential methods including statistical tests. Ultimately, students will conceptually come to know more about statistical tests than their mouse-clicking counterparts.
http://ge.hkbu.edu.hk/course/GCNU-1006/

GCNU 1007 Estimating the World (3,3,0) (E)
This course begins by introducing the motivations behind why we need to estimate. While simple estimations can be done easily with pen and paper, more complicated ones will require the help of modern computing algorithms. To become proficient in computing, students will learn the differences between familiar mathematical operators (i.e. addition, subtraction, multiplication and division) and operations (i.e. square root and exponential), as well as the corresponding operators and operations built into computers. Equipped with the “computational sense”, students (who are assumed to have no previous exposure to calculus and linear algebra) will be introduced to several carefully selected numerical methods applicable to real-life applications, which are simulated with the aid of the popular mathematical software MATLAB. Similar to how today’s researchers approach research topics and handle newly invented algorithms, we will adopt a step-by-step investigative experimental approach instead of a theoretical one. This course will guide students to experience and understand the essence of estimation via computing by building links to several basic mathematical ideas, such as sequences and limits. Although numerical methods covered in this course are limited, their applications to real-life problems are not. This course aims to transform the next generation of citizens in Hong Kong from a fact-consumer into informed question-asker, with topics such as, “How can I estimate the Gini index for Hong Kong using basic facts and data?”, “How polluted is the air inside the cross harbor tunnel?” and “Taking inflation into account, is the cost of raising a child in Hong Kong really $4 million?” Under this course, logical thinking and scientific reasoning combined with hands-on experiment will allow students to verify the trustworthiness of quantitative estimations reported in the news and its impact on daily life.
http://ge.hkbu.edu.hk/course/GCNU-1007/

GCNU 1015 Manage Your Money without Formulas (3,3,0) (E)
This course begins with an introduction to different types of interest arisen in e.g. savings, student loans, credit cards, mortgages and life insurance policies, followed by basic growth models and the more complicated annuity models commonly found in Hong Kong. An EXCEL Tutorial will also be included in order to introduce the computer skills needed to model and solve problems using EXCEL spreadsheets. We will also cover more advanced ideas including forecasting trends in interest rates, estimating the market-price behavior, and carrying out simulations. This knowledge will allow students to select the best deals from the overwhelming number of plans offered by Hong Kong financial institutions. Local examples not only provide a sense of familiarity for students, but also make the skills acquired in this course applicable to Hong Kong situations. These examples will help build a strong foundation in logical thinking and problem solving and enable students to use cost-benefit analysis as a decision-making tool in their daily lives. We hope this course will help students learn to enjoy using mathematics in real life.
http://ge.hkbu.edu.hk/course/GCNU-1015/

GCNU 1016 Mathematics Around Us (3,3,0) (E)
This course aims to “make sense” of the mathematical topics Hong Kong students spend years to learn (mainly for examinations). Although the compact syllabus in high school makes good use of students’ golden learning years to improve their calculation skills, the standalone and often unrelated topics can result in a lack of connections and linkages to real-life. Students may wrestle with abstract mathematical concepts and robotic calculations that appear to be unpractical. To change the already-frustrated students’ view towards mathematics and allow them to enjoy and benefit from mathematics, a deeper understanding of both the foreground (i.e. real-life applications around us) and background (i.e., motivation and origin) must...