

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) 進階語文知識。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，幫助學生了解中國語文的文化內涵，提高溝通效率。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.

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

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.

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.

GCLA 1015 Chinese I (3,3,0) (P)
漢語一

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.

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.

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 ideas in distribution, formulas or calculus, which differs from traditional courses targeting major-students. Rather, this course is concerned with the logical processes involved in obtaining answers. Statistical software is useful in helping students grasp the underlying concepts involved. Students are able to follow the appropriate steps and engage with the innovative pedagogy. This course uses examples from real-life situations and local data, rather than complicated calculations, to guide students in building a strong foundation in statistical thinking, which enables them to develop problem-solving techniques and to criticize statistical arguments. This course can also open up a window into the use of statistics, 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.

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 senses”, 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.

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