Secondary LS curriculum. Learners are exposed to contemporary issues as well as practical teaching strategies that could be employed in classroom teaching. Necessary subject knowledge is also provided to enhance the learners' teaching competency and proficiency.

EDUM 7390   Facilitating Liberal Studies Learning   (3,3,0)
This course focuses on developing learners' professional skills in: (1) supervising student's independent enquiry studies (IES), and (2) supporting students' enquiry with the use of Information and Communication Technology (ICT), and (3) facilitating learning outside the classroom. Learners will have ample opportunities to practice their skills in these three areas in a supportive and collaborative environment. The enhancement of these skills will develop learners' confidence in adopting different strategies in the teaching of Liberal Studies.

EDUM 7400   Managing Learning Diversity in   (3,3,0)
                Inclusive Education Settings
This course introduces students to the study of the inclusion of students with special needs from early childhood settings through to secondary school settings. It is designed to provide an understanding of the social justice issues surrounding the inclusion of students with disabilities in regular schools, and the strategies that can be used to optimize their educational experiences (i.e. to nurture positive environments that maximize learning, to foster a sense of belonging, and to promote respectful, responsible and caring relationships for all students).

EDUM 7410   Teaching Individuals with   (3,3,0)
                Developmental Disabilities
This course begins with a review of the learning and behavioural characteristics of students with severe and multiple disabilities, including students with intellectual impairment, autism and related developmental disabilities. The educational implications of these learning and behavioural characteristics will be highlighted, including implications for the selection of appropriate teaching goals and objectives. Following this, the course will cover empirically-validated procedures for teaching students with developmental disabilities. Emphasis will be given to a consideration of the basic principles of learning that underlie effective instructional strategies and how to structure the environment to promote learning.

EDUM 7420   Supervision and Mentoring in School   (3,3,0)
This course aims to address the key concern of the current school reform on the cultivation of a collaborative culture in school through empowering teachers to take leadership in mentoring and coaching of their peers, including beginning teachers and student teachers. Teachers of this course are equipped with the necessary skills, knowledge, and attitudes in supervising and mentoring others to improve learning and teaching. Various models of supervision and mentoring, such as clinical supervision, peer coaching, reflective practice, etc. are delineated to provide a basis for learners to practice supervising and mentoring in their own school-settings.

EDUM 7430   Knowledge Building with Ubiquitous   (3,2,1)
                Technologies
This course aims to advance learners' understanding of the pedagogical models and principles of knowledge building that underpin the design of effective learning environment supported by ubiquitous technology. Learners will be able to apply different models to evaluate the implementation of emerging learning technology in school curriculum. Issues related to technology supported inquiry learning will be addressed.

EDUM 7440   Teaching Chinese in Dialect Speaking   (3,3,0)
                Area
This course introduces learners the concept of Modern Standard Chinese (MSC) and dialects, with particular focus on Cantonese. The formation of dialects is addressed. The course also focuses on a comparative study of the phonological system, syntactic structure and lexical items between MSC and Cantonese. Language differences between MSC and Cantonese are highlighted. Issues of teaching Chinese language in Hong Kong with the interference of Cantonese dialect and English language are discussed with a view of enhancing learners' awareness in language variations and errors in language education.

EDUM 7451-2 Reflective Practice and Independent   (3,*,*)
                Action Learning Project
Prerequisite: EDUM 7320 Leadership in Curriculum
                Development and Pedagogical Design
This course aims to introduce the concept of reflective practice to serving teachers and equip them with necessary knowledge and skills to engage themselves in action research on their pedagogical practices. This is a year-long course which comprises three components: lectures, seminars and independent action learning. Through lectures, teachers are to be provided with the theoretical underpinnings of and essential skills in conducting action research and engaging themselves in reflective practice. Following the lectures, a series of seminars are to be held at the appropriate junctures of the action learning process, aiming to provide teachers with appropriate coaching and to facilitate them to reflect on and share their practices among a community of practice. Appropriate technologies are to be employed to enhance professional sharing and reflection. Teachers are required to create their own action learning portfolios to facilitate reflective practice.

ENG   1110   Introduction to the Study of Literature (3,3,0)
An introduction to literary techniques and conventions through the study of short fiction, poetry, and drama. Students will also develop the skills of critical thinking and literary analysis through class discussions and the writing of critical essays.

ENG   1130   Literary Appreciation   (3,3,0)
This course introduces students to representative works of Western literature that have formed our ways of thinking and writing. The course will examine writers as creative artists and interpreters of their respective ages. Masterpieces will be taken from the ancient world to the 20th century.

ENG   1150   English Grammar and Meaning   (3,3,0)
                (for English major)
The course introduces students to concepts of syntactic and semantic analysis. It explores aspects of English grammar and semantics, which are of greatest difficulty to students. This course will enable students to do basic grammatical and semantic analysis of English texts.

ENG   1160   Narrative Art   (3,3,0)
An introduction to the nature of narrative art in both its oral and literary aspects focusing on creative and critical traditions. The course will examine the language and conventions of narrative works, and will survey the critical responses the works have elicited. Readings will be drawn from sources as diverse as Greek mythology and 20th century fiction.

ENG   1180   English Grammar and Meaning   (3,3,0)
                (for non-English majors)
The course introduces students to concepts of syntactic and semantic analysis. It explores aspects of English grammar and semantics, which are of greatest difficulty to students. This course enables students to do basic grammatical and semantic analysis of English texts.

ENG   1190   Introduction to the Study of Language (3,2,1)
This course aims at enhancing students' linguistic awareness via the study of different aspects of human language (especially the English language). Students will be introduced to the acquisition of language, the sound patterns and the word structures of language, the rules that govern the use of language, historical changes of language, culture, society and language, etc.