

THE CHINESE UNIVERSITY OF HONG KONG

Shaw College General Education

Course Outline

Course Code/Section: GESC1230GB		Year: Term 2, 2024/25	
Course Title: Caring Heart Service Learning			
Time: Friday 14:30 – 17:15 (See exceptions in schedule)		Venue: WMY405 (See exceptions in schedule)	
Course Teacher: Dr. TO Wai Chun, Clara (杜維真)			
Email:		wccclarato@cuhk.edu.hk	
Consultation:		By appointment via email	

Course overview:

In accordance with the college founding aspiration, “Learning, innovation and benefitting mankind,” this course provides students with opportunities to care and serve the people in the society and enhance their understanding of the problems and issues of the community, as well as the capacities and assets of the community to promote students’ apprehension of social inclusion. As a service-learning course, students will engage in experiential learning that they can critically learn and apply concepts and theories in a real-world environment. To prepare students to care for others they will first learn how to care for themselves through developing loving and kindness, empathy, mindfulness, and respect for diversity. Students will review and reflect the strengths and needs of the community. As guided by the course instructor, students are expected to design and implement service projects by themselves or in association with non-government organizations, Service Learnings, or volunteer groups as host organizations. The course concludes with a post-service review that students will share and reflect their service-learning experience to re-examine their own self to gain deeper and broader appreciation how their own discipline relates to the society and to develop an enhanced sense of civic responsibility.

Grade descriptors:

Grade Overall Performance

A	Outstanding performance on all learning outcomes
A-	Generally outstanding performance on all (or almost all) learning outcomes
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements

Learning outcomes:

Upon completion of the course, students will be able to:

1. Develop self-awareness and self-management of one’s own psychological well-being
2. Apply knowledge and skills to access strengths and needs of the community, and to develop corresponding courses of action.
3. Develop empathy, care and concern, and respect towards people.
4. Appreciate how volunteerism and service learning can bring about positive changes to the community.
5. Appreciate how their own discipline relates to and contributes to the society
6. Develop an enhanced sense of civic responsibility to promote greater good in the society.

Weekly Course Schedule:		
Week / Date	Topic	Learning Activities
W1 10 Jan 2025 @ CUHK	<ul style="list-style-type: none"> ❖ Introduction <ul style="list-style-type: none"> ➤ Course structure ➤ Clarify mutual expectation ➤ Conceptualization: Volunteerism vs Service Learning <ul style="list-style-type: none"> ❖ Values and attitudes of service learning ❖ Process and outcomes of service learning 	Lecture 1
W2 17 Jan 2025 @ CUHK	<ul style="list-style-type: none"> ❖ Understanding Self & the World: Values of Social Change & Social Impacts <ul style="list-style-type: none"> ➤ Self-awareness and self-management ➤ Empathy ➤ Loving-kindness ➤ Mindfulness - Well-being & Happiness ➤ Justice, Equality ➤ Ethical issues and dilemmas 	Lecture 2
W3 24 Jan 2025 @ CUHK	<ul style="list-style-type: none"> ❖ Community Work & Service Techniques <ul style="list-style-type: none"> ➤ Needs assessment ➤ Design thinking ➤ Asset-based community development (ABCD) ➤ Community engagement ➤ Service user participation ➤ Forming groups <p><i>**We will finalize the grouping for service projects in class. You MUST attend this session PUNCTUALLY!**</i></p>	Lecture 3 (Course instructor and guest lecturer)
31 Jan 2025	Chinese New Year Holiday	
W4 7 Feb 2025 @ CUHK	<ul style="list-style-type: none"> ❖ Subdivided housing units and their residents <ul style="list-style-type: none"> ➤ Guest speaker from the partner organization Concern for Grassroots' Livelihood Alliance Ltd. (關注草根生活聯盟) to understand the situation of residents of subdivided units (劏房住戶) and the related issues and social policies. ➤ Staff will introduce communication skills for socializing with grassroot level residents of subdivided units. Students will practice skills in role play. 	Lecture 4 Guest lecture
W5 **8 Feb 2025 @ Mong Kok (Sat, 1430-1715)	<ul style="list-style-type: none"> ❖ Experiential Learning Activities (I) <ul style="list-style-type: none"> ➤ Kaifong tutors (街坊導師) will give a tour of the local community to understand the composition of the community, its culture and resources, and to relate the observations with the larger social structure. 	Community Visit I
W6 14 Feb 2025 @ Mong Kok	<ul style="list-style-type: none"> ❖ Experiential Learning Activities (II) : Human Library I <ul style="list-style-type: none"> ➤ Home visits in groups to the residents of subdivided units to understand their lives, their living environment and the challenges faced. 	Community Visit II

Week / Date	Topic	Learning Activities
W7 21 Feb 2025 @ Mong Kok	<ul style="list-style-type: none"> ❖ Experiential Learning Activities (III) : Human Library II ➤ Community tour guided by service users to the locations of their daily activities to understand their livelihood in depth 	Community Visit III
W8 28 Feb 2025 @ CUHK	<ul style="list-style-type: none"> ❖ Program design, development and evaluation ➤ Issue analysis ➤ Theory of change and logic model ➤ Programme evaluation and impact assessment ➤ The workshop will co-create the workplan with the kaifong tutors to serve the residents of subdivided units 	Lecture 5 / Co-creation workshop Service Planning
7 Mar 2025	Reading Week	
W9 14 Mar 2025 @ CUHK	<ul style="list-style-type: none"> ❖ Group presentation of service plan ➤ Each group would introduce their theory of change (ToC) and service plan within 15 or 20 minutes (to be finalized after add-drop period), followed by the feedback from classmates, instructor and social worker/ kaifong tutors, to gain insights for polishing your ideas 	Presentation 1
W10-11 20 Mar (Thur) – 31 Mar 2025 (Sun) @Mong Kok	<ul style="list-style-type: none"> ❖ Service Implementation and Practice ➤ Each group implements their service to the target service users before Week 12, preferably by 31 Mar 2025 to allow time for preparation for group presentation. ➤ Students may revise their service plan after the first time of service. ➤ Service may be conducted in the evenings or weekend in liaison with service users. 	Service Practice I & II
4 Apr 2025	Ching Ming Festival	
W12 **5 Apr 2025 (Sat, Day after Ching Ming Festival, 1430– 1715) @CUHK	<ul style="list-style-type: none"> ❖ Group Presentation ➤ Each group should prepare a presentation in 15 or 20 minutes (to be finalized after add-drop period) to summarize their learning in the group project ➤ Needs of target group, service implementation situation, suggestions on improvement of the service as well as self-reflection are expected to be included in the presentation 	Presentation 2
W13 11 Apr 2025 @CUHK	<ul style="list-style-type: none"> ❖ Conclusion and wrap up ➤ Sharing on the impact and insights of the action done, so as to review and consolidate the service-learning experiences ➤ Discuss various issues pertaining to the residents of subdivided units and poverty ➤ Course evaluation and conclusion 	Lecture 6

Notes:

1. On **Weeks 10-11**, service activities may be conducted over the weekend or at other times after consultation among the service users and group members.
2. Please make sure that we are able to attend those **sessions on Saturdays** before you sign up for this class.
3. For **outdoor activities, e.g., on Weeks 5 and 7**, make-up classes may be conducted over the weekend or at other times in case of adverse weather conditions.

Learning Activities:

The course will employ the following methods of instruction:

- a) *Lectures and workshops* – The instructor will introduce relevant concepts and themes during lectures. Students are encouraged to raise their areas of concern in the lectures and participate in the discussions initiated by the instructor. Students will be encouraged in making group discussions to share and reflect values as well as worldviews with each other in greater depth.
- b) *Community Visits and Service-Learning Projects* – Students will visit local communities and NGOs to understand the real context as well as resources and needs of people. Students will be divided into 6 groups, 5 persons in a group which includes students from at least 2 faculties and of 2 genders. Each group will formulate a service project (min. 2 sessions X 3 hours) in serving the community, by utilizing the knowledge and skills learnt in the course as well as from their own discipline or profession.
- c) *Group project presentation* – Students are required to make group presentations. Through preparation for the group presentation, students will consolidate knowledge acquired from lectures and readings and reflect their learning gained from the Service-learning project.
- d) *Blackboard forum*– Students are encouraged to make use of the Blackboard forum to discuss relevant issues with the instructors and other students inside and/or outside the classroom.
- e) *Readings* –Students have to read the articles stipulated for each topic after the lectures and workshops to consolidate the experience gained from the participatory work. Essential readings are also stipulated for the major themes included in the course. Students are also encouraged to consult other readings listed in the reference list.
- f) *Audio-visual aid* – Whenever appropriate, audio-visual materials will be used during class to aid the instruction.

"This course will invite students to participate in experiential learning/ activities for personal growth and professional development. For those who are overwhelmed or with signs of psychological or emotional impact, they are encouraged to speak with the course instructor and seek professional help for appropriate support."

Assessment scheme:		
Assessment component	Description	Weight (%)
Participation and Involvement	<p>Students' active participation in the service learning process is essential, their participation in the preparation, delivery and evaluation of the service will be assessed by the course instructor and the group tutor.</p> <p>Attendance and punctuality are mandatory for all experiential learning activities, services, and presentations after add/drop period. Failure to comply with attendance requirements will result in a point penalty.</p> <p>Lateness will be recorded and will result in a point penalty. Students who are late for more than 20 minutes without valid reasons will be considered absent.</p> <p>Applying for leave with sound reasons in advance will be considered case-by-case. Students who are absent from classes due to illness must provide a "Sick Leave Certificate" for that day as proof.</p>	10
Group Presentation (Pitching)	<p>Students will form a small group of 5 members from at least 2 faculties and of 2 genders to plan a program in accordance to the needs of the residents of sub-divided units.</p> <p>a) Each group will present their initial ideas and project plans.</p> <p>b) The length of the presentation should be 15 or 20 minutes (to be finalized after the add-drop period depending on class size) and followed by a 10-minute session for comments and discussion with students, the instructor, and social workers from the Concern for Grassroots' Livelihood Alliance Ltd.</p> <p>c) The content of the presentation should include, but not be limited to:</p> <ol style="list-style-type: none"> Objectives of the service project Theory of Change (ToC) for the project Service plan, including activities and timeline Possible difficulties and solutions <p>d) Deadline of submission: The presentation PowerPoint should be submitted via the Blackboard system on or before 19:00, 13 Mar 2025 (Thur).</p> <p>For easy management of your submission files, please name the file in this format: "Group No.- assignment type"; for example: "Group1-Pitch" and "Group1-Pitch_VeriGuideForm."</p>	10
Group Paper (Project Plan)	<p>Based on the content of their group presentation and feedback received from students, the instructor, and social workers, each group needs to revise their original verbal project proposal into a written project plan for assessment.</p> <p>a) The structure of the group paper should include:</p> <ol style="list-style-type: none"> Brief introduction to the project context, including background and the problem/need(s) addressed Project objective(s)/mission(s) Theory of Change (ToC) Service plan, including activities, implementation details and timeline Budget plan Strategies to address potential difficulties in the project 	20

	<p>b) Length: 1800 words in Chinese or 1400 words in English. Format: APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing Cover page: Course title and code, students’ full names and ID, title of paper, word count</p> <p>c) Deadline of submission: a softcopy of the paper and signed VeriGuide declaration form should be submitted via the BlackBoard system on or before 19:00, 19 Mar 2024 (Wed).</p> <p>For easy management of your submission files, please name the file in this format: “Group No.- assignment type”; for example: “Group1-Plan” and “Group1-Plan_VeriGuideForm.”</p>									
Group Presentation (Report)	<p>Each group will prepare a presentation to reflect, evaluate and consolidate their learning experience in the service projects.</p> <p>a) The content of the presentation should include but not limited to:</p> <ul style="list-style-type: none">i. A brief introduction to the service (e.g. background, objectives, needs of service target, ToC, and service implementation)ii. Project evaluation and suggestionsiii. Learning experienceiv. Social issues observed in the servicev. Reflection <p>b) The length of the presentation should be 15 or 20 minutes (to be finalized after the add-drop period depending on class size) and follow up by a Q&A session of 10 minutes.</p> <p>c) Deadline of submission: The presentation PowerPoint should be submitted via the Blackboard system on or before 19:00, 4 Apr 2025 (Fri).</p> <p>For easy management of your submission files, please name the file in this format: “Group No.-assignment type”; for example: “Group1-Report” and “Group1-Report_VeriGuideForm.”</p> <table><tr><th>Assessment component</th><th>Description</th></tr><tr><td>Appropriately cover all required aspects (30%)</td><td>Ensure that all the aspects mentioned in the above guidelines are adequately addressed, covering each of them comprehensively.</td></tr><tr><td>Analytical ability (20%)</td><td>Demonstrate your competency in analyzing the problems/needs and assets of the target users, as well as evaluating the impacts of your interventions.</td></tr><tr><td>Reflection and learning (20%)</td><td>Show your insight by reflecting on the strengths and weaknesses of your intervention, and highlight the knowledge and understanding gained from the real-life learning experience of the situation of the target group and poverty issues in Hong Kong</td></tr></table>	Assessment component	Description	Appropriately cover all required aspects (30%)	Ensure that all the aspects mentioned in the above guidelines are adequately addressed, covering each of them comprehensively.	Analytical ability (20%)	Demonstrate your competency in analyzing the problems/needs and assets of the target users, as well as evaluating the impacts of your interventions.	Reflection and learning (20%)	Show your insight by reflecting on the strengths and weaknesses of your intervention, and highlight the knowledge and understanding gained from the real-life learning experience of the situation of the target group and poverty issues in Hong Kong	30
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	Effective communication in presentation (20%)	Organize your presentation in a structured and coherent manner. Engage with your audience through interactive elements, avoiding the mere reading of PowerPoint slides or notes. Prepare your presentation materials, such as the PowerPoint, with precision and conciseness, ensuring no typos or grammatical errors. Utilize various presentation methods to enhance the appeal and effectiveness of your presentation.	
	Time management (10%)	Complete your presentation within the allocated time and allow sufficient time for a question-and-answer session.	
Group project peer evaluation	<p>Each group member will have a chance to evaluate the performance and contribution of each other – particularly if the workload has been shared unevenly. It also helps to identify and penalize free-riders. Students with consistently low evaluation scores may have their <u>individual score for the group project and the final grade</u> adjusted.</p> <p>Deadline of submission: Students are required to submit the completed form to Blackboard on or before 23:59, 13 Apr, 2024 (Sun).</p>		Required
Individual Self Reflection Paper	<p>Each student is required to write a reflection journal to document their learning from the service project.</p> <p>a) The paper should contain reflections on but not be limited to the following aspects:</p> <ul style="list-style-type: none"> i. Personal level: Did this service projects change you in any aspect? ii. Theory of change of project/service: Evaluate the soundness of the project's logic and theory of change. Are there any important aspect(s) of intervention missing or that could be improved? iii. Lessons learn from the project/service: Share any particular values, knowledge, and skills learn from the project/course. Critically reflect on broader social issues related to this project or target group. Suggest ways, if any, in which you may contribute to the service targets or the broader society in the future, if you wish to. <p>b) Length: 1500 words in Chinese or 1200 words in English. Format: APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing Cover page: Course title and code, students' full names and ID, title of paper, word count</p> <p>c) Deadline of submission: softcopy of the paper and signed VeriGuide declaration form should be submitted to BlackBoard on or before 23:59, 18 Apr 2024 (Fri).</p> <p>For easy management of your submission files, please name the file in this format: "your full name-assignment type"; for example: "Chan Tai Man-RJ" and "Chan Tai Man-RJ_VeriGuide form."</p>		30

Assessment component	Description
Comprehensive and in-depth review of the project (40%)	<ul style="list-style-type: none"> Clearly define and introduce the service project that you conducted, providing a clear overview of its purpose and objectives. Systematically summarize the project's objectives, theory of change, intervention methods, innovative elements, and any other relevant information. Apply theories and concepts learned in the course to analyze the effectiveness of the project and its social impacts, demonstrating a deep understanding of the subject matter.
Reflective and learning (40%)	<ul style="list-style-type: none"> Reflect on your personal change and growth as a result of participating in the project, discussing how it has influenced your perspectives, values, or skills. Identify your own strengths and weaknesses in designing and implementing the service project, reflecting on areas where you excelled and areas that need improvement. Think critically and analyze your emotional responses to the service activities within the context of the course content, considering the underlying factors and implications. Discuss the lessons learned from the project or service and evaluate whether the knowledge, skills, and values acquired can be applied in future endeavors.
Clarity in presentation (20%)	<ul style="list-style-type: none"> Organize your reflection in a clear and systematic structure, ensuring that your ideas flow logically and coherently. Write in a concise fashion, expressing your genuine thoughts and reflections while providing evidence to support your claims or insights.

*****Late submission penalty: Without prior approval, 5% of the total paper score would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.**

Required readings and other recommended readings/ learning resources:

Required and recommended readings/ learning resources (can be found in the CUHK library or reference section of the Blackboard System):

Essential Reading #1: Butin, D.W. (2010). Service-learning in theory and practice: the future of community engagement in higher education. NY: Palgrave Macmillan. Chapter 1.

Essential Reading #2: Zastoupil, G. J. & Sarmiento, C. S. (2022), Service-learning, rights to the city, and justice in community practitioner preparation, *Journal of Community Practice*, 3(2),169-180. DOI: 10.1080/10705422.2022.2070315

Essential Reading #3: 運輸及房屋局「劏房」租務管制研究工作小組秘書處 (2021)。《香港「劏房」的最新情況及「劏房」租客的特徵》，「劏房」租務管制研究工作小組報告，第三章，頁23-41。

https://www.hb.gov.hk/tc/contact/housing/studyOnTenancyControl_Report.pdf

Essential Reading #4: 香港社會服務聯會 (2023)。低收入劏房住戶調查_「居於劏房的單獨兒童照顧者」數據分析。香港：香港社會服務聯會。<https://www.hkcss.org.hk/upload/prs/居於劏房的單獨兒童照顧者.pdf>

Recommended Readings

Self-awareness and self-management

Peterson, C. (2006). A primer in positive psychology. New York: Oxford University Press.

Lyubomirsky, S. (2013). The myths of happiness. New York: Penguin.

Brown KW, Creswell JD, Ryan RM (eds.) (2015). Handbook of Mindfulness: Theory, Research, and Practice. New York: Guilford.

Neff, K. D. (2011). Self-Compassion. New York: William-Morrow.

Appreciating Service learning

Cipolle, Susan. B. (2010). Service-Learning and Social Justice. Lanham, MD: Rowman & Littlefield. Chapter 1,2 &3.

Deeley, S.J. (2015). Critical Perspectives on Service-Learning in Higher Education, UK: Palgrave Macmillan

Haldar, U.K. (2010). Leadership and team building. India: Oxford University Press.

Hughes, C., Steinhorn, R., Davis, B. Beckrest, S., Boyd, E. & Cashen, K. (2012). University-Based Service Learning: Relating Mentoring Experiences to Issues of Poverty. *Journal of College Student Development* 53(6). 767-782.

Wong, L. P., Chui, W. H., & Kwok, Y. Y. (2010). The Volunteers Satisfaction Index: A Validation Study in the Chinese Cultural Context. *Journal of Social Indicators Research* 104:19-32. DOI 10.1007/s11205-010-9715-3.

Xing, J. & Ma, H. K. (2010). Service-Learning in Asia: Curricular Models and Practices. HK: Hong Kong University Press.

Community and Societal Issues

香港社會服務聯會 (2023)。「低收入劏房住戶的身心健康狀況及基層醫療服務需求調查」報告書。香港：

香港社會服務聯會。https://www.hkcss.org.hk/upload/publications/hkcss_sub-dividedunitsreport_phase3_report_final.pdf

香港社會服務聯會 (2022)。劏房住戶對社會福利的認識與使用情況。香港：香港社會服務聯會。

https://www.hkcss.org.hk/upload/prs/2022_劏房住戶對社會福利的認識.pdf

政府統計處 (2023)。香港 2021 年人口普查- 主題性報告：居於分間樓宇單位人士。香港：香港特別行政區政府統計處。

府統計處。 <https://www.census2021.gov.hk/doc/pub/21c-SDUs.pdf>

周永新 (2013)。社會政策的觀念和制度。香港：中華書局。

黃洪 (2013)。「無窮」的盼望 -- 香港貧窮問題探析。香港：中華書局。

歐陽達初、黃和平 (2007)。未完成的香港社會保障：批判的導論。香港：中華書局。

Online resources:

香港社會服務聯會：研究及出版 https://www.poverty.org.hk/list_research

Community Work & Service Techniques

黃幹知、陳國邦、吳思朗 (編著) (2018)。活用 Apps 探全球：18 區考察路線。香港：策馬文創 / 香港小童群益會。

甘炳光、胡文龍、馮國堅、梁祖彬 編 (1997)。社區工作技巧。香港：中文大學出版社。

一小步(2018)。行出一小步 - - 從我到我們的社區實驗。香港：突破出版社。

赤瀨川原平、藤森照信、南伸坊(2016)。路上觀察學入門。台灣：行人出版。

Online Resources: <https://bankofideas.com.au/handouts/>

Program development and evaluation

Rookie's Guide to Design Thinking 設計思考工具書 <https://goo.gl/LUbQfz>

Design Thinking Bootleg <https://dschool.stanford.edu/s/9wuqfxx68fy8xu67khdiliueusae4i>

Ingle, B. (2013). Design Thinking for Entrepreneurs and Small Businesses: Putting the Power of Design to Work. Berkeley, CA: Apress.

Centre for Good Governance (2006). A Comprehensive Guide for Social Impact Assessment. United Nations Public Administration Network.

McDavid, J.D. & Hawthorn, L. R. L. (2006). Program evaluation and performance measurement. Thousand Oaks, CA: Sage.

The Annie E. Casey Foundation. (2022). Developing a Theory of Change: Practical guidance. Baltimore, Maryland: The Annie E. Casey Foundation. <https://assets.aecf.org/m/resourcedoc/aecf-theoryofchange-steps-2022.pdf>

香港中文大學尤努斯社會事業中心 (2020)。社會影響評估工具套。

鄰里關係研究所(2022)。照顧者友善公園設計 - 葵青區活化公園試驗計劃研究報告。

Academic honesty and plagiarism:

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.

Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

Guideline about plagiarism

Any assignment (i.e., project, essay, or paper) that shows evidence of plagiarism will be marked down severely. In simple terms, plagiarism is copying passages and/or ideas from other sources without referencing those sources. Moreover, when you report someone else's ideas/findings you must put it in your own words and not merely copy full sentences or parts of sentences from the source article. It is your responsibility as a scholar-in-training to cite the ideas and work of others correctly.

In all cases of plagiarism, the student's name will be recorded in a central database maintained by the general office. If a student is referred for plagiarism in more than one course, or more than one instance in the same course, the student's case will be forwarded to the university administration for follow-up action. If the charge is established, the penalty guidelines are as follows:

<i>Plagiarism</i>	<i>Minimum Penalties</i>
First offence	i) One demerit; ii) A mark of zero for that component of the course; and iii) Completion of relevant training in academic honesty
Second or further offence (and a first offence that is serious as decided by the disciplinary committee concerned / the FTP Committee)	i) Two demerit (of which one will remain in the University's record permanently and one is reviewable) and; ii) A failure grade for the course concerned

Detecting plagiarism

- Each student must upload a soft copy of the completed assignment to the plagiarism detection engine VeriGuide, at <https://veriguide1.cse.cuhk.edu.hk/cuhk/>
- The system will issue a receipt which also contains a declaration of honesty, which is the same as that in [http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_files_\(2013-14\)/p10.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng_hm_files_(2013-14)/p10.htm)
- The declaration should be signed on the pdf, attached with the soft copy of the assignment upon submission.
- Only the final version of the assignment should be submitted via VeriGuide.

Use of AI Tools:

Use of AI tools is allowed with explicit acknowledgement and proper citation. Students may use some AI tools in some class activities and assignments on the condition that they make explicit acknowledgement and proper citations of the input from AI tools.

Acknowledging support from AI tools

Students are required to acknowledge all functional uses of a generative AI tool and cite it when they paraphrase, quote, or incorporate into their own work any content (whether it is text, image, data, or other format) that was created by it.

- i. An example of acknowledgement

'I acknowledge the use of (name of AI tool – e.g. ChatGPT (<https://chat.openai.com/>) to (specify the support, e.g. plan my essay, generate some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).

- ii. An example of citation

OpenAI. (2023). *ChatGPT* (Mar 20 version). <https://chat.openai.com/chat>

(Students are reminded that due to the rapid developments of generative AI tools, some citation formats may be updated regularly.)

- iii. An example of including texts generated by an AI tool in their work

_"The following text was generated by an AI tool / language model (ChatGPT):"

[Insert the text generated by ChatGPT here.]

- iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

"[The prompt], as generated by an AI language model (ChatGPT):"

[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.

Feedback for evaluation

- a. Course and teaching evaluation survey will be conducted in the last week of the course. Students are reminded of their responsibility and right to give feedback to facilitate enhancement of the course.
- b. Students are welcome to give feedbacks to the course teacher at any time in person or through emails.