

# THE CHINESE UNIVERSITY OF HONG KONG

## General Education (GE)

### Course Outline

Course Code/Section: GESC1230LA		Year: 2024 – 2025 Summer Term	
Course Title: Caring Heart Service Learning - Documentary Storytelling with Video			
Time: Monday, Wednesday, Friday 10:30am – 1:15pm		Venue: YIA 603	
Course Teacher: Mr. CHOW Kwun-wai Kiwi			
Email: TBC			
Consultation: By appointment			

#### **Course overview:**

Documentary is a non-fictional motion picture intended to document reality, primarily for instruction, education or maintaining a historical record.

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. As guided by the course instructor, students are expected to design and implement service projects in terms of conducting interviews, filming and documenting, as well as promoting how documentary create social impacts. 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. Apply knowledge and skills to assess strengths and needs of the community, and to develop corresponding courses of action.
2. Appreciate how volunteerism and service learning can bring about positive changes to the community.
3. Develop an enhanced sense of civic responsibility to promote greater good in the society.
4. Appreciate the values and functions of filming and documenting in creating social impacts in terms of instruction, education and maintaining a historical record.

**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 need of people. Students will be divided into 4 groups, 5 persons in a group. Each group will formulate a service project 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. *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.
- e. *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."*

<b>Weekly Course Schedule and reading assignment:</b>		
Date/ Time	Topic	Required readings <sup>1</sup> /other requirements
12 May (Mon) 10:30 – 13:15	Introduction <ul style="list-style-type: none"> <li>➤ Course structure</li> <li>➤ Clarify mutual expectation</li> <li>➤ Conceptualization: Volunteerism vs Service Learning               <ul style="list-style-type: none"> <li>✧ Values and attitudes of service learning</li> <li>✧ Process and outcomes of service learning</li> </ul> </li> <li>➤ Introduction of digital video and filming equipment</li> <li>➤ Documentary Appreciation and Analyze (I)</li> </ul>	
14 May (Wed) 10:30 – 13:15	<ul style="list-style-type: none"> <li>➤ Documentary Appreciation and Analyze (II)</li> </ul>	
16 May (Fri) 10:30 – 13:15	<ul style="list-style-type: none"> <li>➤ Feedback on Individual Assignment (I) - Self-introduction</li> </ul>	
19 May (Mon) 10:30 – 13:15	<ul style="list-style-type: none"> <li>➤ Interview 個人專訪 (I)               <ul style="list-style-type: none"> <li>✧ Video shooting</li> </ul> </li> </ul>	
21 May (Wed) 10:30 – 13:15	<ul style="list-style-type: none"> <li>➤ Interview 個人專訪 (II)               <ul style="list-style-type: none"> <li>✧ Video editing</li> </ul> </li> </ul>	
23 May (Fri) 10:30 – 13:15	<ul style="list-style-type: none"> <li>➤ Drama 劇情片               <ul style="list-style-type: none"> <li>✧ Video editing</li> </ul> </li> </ul>	
2 Jun (Mon) 10:30 – 13:15	<ul style="list-style-type: none"> <li>➤ Feedback on Individual Assignment (II) - Interviewing Parents</li> </ul>	
3/6 (Tue) – 22/6 (Sun) @outside classroom	<ul style="list-style-type: none"> <li>➤ Service learning project – Documentary Production (Group Work)</li> <li>➤ <b>Consultation (a)</b> : Each group will have a 3-hour on-site consultation with instructor during one of the exclusive interviews. Consultation will be scheduled from 3/6 (Tue) to 7/6 (Sat).</li> </ul>	
23 Jun (Mon) 10:30 – 13:15	<ul style="list-style-type: none"> <li>➤ <b>Consultation (b)</b> : Feedback on first cut of service learning project               <ul style="list-style-type: none"> <li>✧ Around 45 min for each group</li> </ul> </li> </ul>	
27 Jun (Fri) 10:30 – 13:15	Group Presentation <ul style="list-style-type: none"> <li>➤ Each group should prepare a 30-minute presentation, to summarize their learning and observation in the service learning project</li> </ul> Conclusion and wrap up <ul style="list-style-type: none"> <li>➤ Sharing on the impact and insights of the personal journey of using video production and documentary as the media of the community service, so as to review and consolidate the Service-Learning experiences</li> <li>➤ Organize thoughts and feelings, and conclude the experiences with a course</li> <li>➤ Course evaluation</li> </ul>	

<sup>1</sup> Please specify chapters/pages to be read.

**Required readings and other recommended readings/ learning resources:**Required readings

#1: 大衛·鮑德威爾, 克莉絲汀·湯普遜著; 曾偉禎譯, 《電影藝術: 形式與風格》。臺北市: 美商麥格羅·希爾國際股份有限公司台灣分公司, 2021 年。

Other recommended readings

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

**Assessment scheme:**

Assessment component	Description	Weight (%)
Class Participation	<p>Attendance and punctuality are mandatory for all classes after add/drop period. Failure to comply with attendance requirements will result in a point penalty. Applying for leave with sound reasons in advance will be considered case-by-case. Students who are late by approximately 30 minutes or more without valid reasons may be regarded as being absent.</p> <p>Student's active participation in class and service learning project process is essential which their participation in the preparation, delivery and evaluation of the service will be assessed by instructor.</p>	<b>10%</b>
Individual Assignment I	<p>Students are required to take 10 shots to introduce him/herself and submit a <u>raw</u> video/slide show with 1-2 minutes (maximum 3 minutes) duration.</p> <p><b>Format:</b> video-taking by smart phone; video in mp4 format</p> <p><b>Deadline of submission:</b> before 23:59, 14 May, 2025 (Without prior approval, 5% from the paper total would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.)</p> <p>For easy management of your submission files, please name the file in this format: "your full name-introduction"; for example: "Chan Tai Man-introduction".</p>	<b>10%</b>
Individual Assignment II	<p>Students are required to interview their parent(s) or person who takes the role of a parent and submit an <u>edited</u> video with 5 minutes duration.</p> <p><b>Format:</b> video-taking by smart phone; video in mp4 format</p> <p><b>Deadline of submission:</b> before 23:59, 31 May, 2025 (Without prior approval, 5% from the paper total would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.)</p> <p>For easy management of your submission files, please name the file in this format: "your full name-parent"; for example: "Chan Tai Man-parent".</p>	<b>20%</b>

Group Work	<p>Students will form a group of 5 students to conduct interviews with a designated NGO and create a 10-minute documentary video. The NGO may utilize this video for promotional or publicity purposes.</p> <p><b>Consultation (a) :</b> Each group will have a 3-hour on-site consultation with instructor during one of the exclusive interviews. Consultation will be scheduled from 3/6 (Tue) to 7/6 (Sat).</p> <p><b>Consultation (b) :</b> Each group will have a 45-minute consultation in 23 June lecture. First cut should be prepared before the consultation.</p> <p><b>Format:</b> video in mp4 format</p> <p><b>Deadline of submission:</b> before 23:59, 27 June, 2025 (Without prior approval, 5% from the paper total would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.)</p> <p>For easy management of your submission files, please name the file in this format: “group name-NGO name”; for example: “Group A-Action for REACH OUT”.</p>	<p><b>40% (30% group, 10% individual)</b></p>
Group Presentation	<p>Students will form a group of 5 students to film a 10-minute documentary at the assigned NGO. The group will prepare a presentation to present the plan and execution of the project. The length of the presentation should be around 30 minutes (including documentary screening).</p> <p>The structure of the presentation should include:</p> <ol style="list-style-type: none"> <li>A brief introduction to the context</li> <li>Aims and objectives of the documentary</li> <li>The style and structure of video production</li> <li>Participants’ execution and observation to the work</li> <li>Evaluation impacts of the documentary</li> </ol> <p><b>Date of presentation:</b> 27 June, 2025</p>	<p><b>10%</b></p>
Individual Self Reflection Essay	<p>Each student needs to write a reflection essay to reflect on the whole learning process. The essay should contain reflections on but not be limited to the following aspects:</p> <ol style="list-style-type: none"> <li>Personal level: Did this service projects change you in any aspect?</li> <li>Lessons learn from the project/service: Any particular values, knowledge, and skill learn from the service and from the interaction with different service users?</li> <li>Reflection on macro perspectives: What is the role and/or the potential contribution of documentary /video /recording to the community?</li> </ol> <p><b>Length:</b> 1000 words in Chinese</p> <p><b>Format:</b> APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing</p> <p><b>Deadline of submission:</b> before 23:59, 30 June, 2025 (Without prior approval, 5% from the paper total would be deducted for each 24hrs delay after the deadline. No submission will be accepted 7 days beyond the due date.)</p>	<p><b>10%</b></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-Reflection Essay”.	
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**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\\_html\\_files\\_\(2013-14\)/p10.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng_html_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:**

Student can give their feedback on the course at the mid-term and final evaluation by completing the questionnaire.

Teacher also welcomes student feedback by e-mail and face-to-face discussion.