

THE CHINESE UNIVERSITY OF HONG KONG

Shaw College General Education

Course Outline

Course Code/Section: GESC1230S		Year: Summer Term, 2024/25	
Course Title: Caring Heart Service Learning: Multi-culturalism and Village Re-generation in Yunnan, China			
Time: See exceptions in schedule		Venue: See exceptions in schedule	
Course Teacher: Dr. LUK Tak Chuen			
Email:		kmtcluk@foxmail.com	
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
May 19 10:00 – 13:00 & 14:00 – 17:00 @CUHK	<ul style="list-style-type: none"> ❖ Introduction <ul style="list-style-type: none"> ➤ Course structure ➤ Service Itinerary in Yunnan ➤ 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 ❖ Thematic services: Community Services for Villages engaged in ethnic tourism ➤ Thematic Learning: Issues of Multi-culturalism and Village Re-generation in Ethnic Tourism ❖ Values in Multi-cultural Service Learning ◆ Empathy ◆ Loving-kindness ◆ Mindfulness - Well-being & Happiness ◆ Justice, Equality ◆ Ethical issues and dilemmas <hr/> <ul style="list-style-type: none"> ➤ Multi-culturalism and Village Re-generation in Yunnan, China ➤ Issues of Multi-culturalism and Village Re-generation in Ethnic Tourism ➤ Policy of Village Regeneration and Tourism in China ➤ Approaches to Community Development ➤ Sustainable Development ➤ Asset-based community development (ABCD) ➤ Thematic Exploration: Issues of Multi-culturalism and Village Re-generation in Ethnic Tourism <hr/> <ul style="list-style-type: none"> ➤ Community Services for Multi-culturalism and Village Re-generation in Ethnic Tourism <ul style="list-style-type: none"> ➤ Video consultation with local partner in Kunming and Xishuanban ➤ Needs assessment ➤ Community engagement ➤ Service user participation and empowerment ➤ Forming task groups 	Lecture
23 May Full Day	<ul style="list-style-type: none"> ❖ Departing from Hong Kong/Shenzhen to Kunming ➤ Opening ceremony ➤ Visit to Yunnan University 	
24 May Full Day	<ul style="list-style-type: none"> ❖ Cultural Revitalization and Rural Revitalization Practices ➤ Lecture and Investigation ➤ Exchange meeting between teachers and students of CUHK and Yunnan University ➤ Yanglin Port Revitalization and Dianchi Lake Protection Actions 	
25 May Full Day	<ul style="list-style-type: none"> ❖ Travel to Xishuangbanna 	
26 May Full Day	<ul style="list-style-type: none"> ❖ Lecture - Inheritance and Preservation of Ethnic Culture in Xishuangbanna ❖ Investigation of Typical Cases of Cultural Revitalization and Rural Revitalization around Jinghong 	

27 May Full Day	❖ Visit to Mengjinglai, Xishuangbanna, Yunnan ❖ Visit to Palm Leaf Heart Social Work Centre (贝叶心社会工作服务中心)	
28 May Full Day	❖ Community Research on Cultural Revitalization and Rural Revitalization Topics	
29 May Full Day	❖ Group Service Plan and Supervision: Services for Cultural Heritage and Rural Revitalization	
30 May Full Day	❖ Group Services and Supervision: community services for Cultural Heritage and Rural Revitalization	
31 May Full Day	❖ Group Services and Supervision: community services for Cultural Heritage and Rural Revitalization	
1 Jun Full Day	❖ Service to celebrate Children's Day	
2 Jun Full Day	❖ Travel to Kunming	
3 Jun Full Day	❖ Service Learning Summary and Discussion ❖ Return to Hong Kong	
6 Jun 14:00 – 17:00 @CUHK	❖ Group Presentation	

Assessment scheme:		
Assessment component	Description	Weight (%)
Service Project	The service project assessment (40% total) encompasses both group and individual components, each worth 20% of the total grade. The evaluation process examines the entire project development, from the selection of target groups and relationship building through needs identification, service design, implementation processes, to beneficiary feedback. Special attention is given to how students integrate thematic learning in multiculturalism and village regeneration. While group performance focuses on collective achievements, the individual contribution assessment evaluates each student's personal engagement, role fulfillment, team dynamics contribution, integration with policy and academic reflection, and learning outcome reflection throughout the project journey.	40
Group Presentation	Student task groups are required to conduct a group presentation reviewing their completed community service tasks. The presentation should address their choice of target groups, identified needs, service design, implementation processes, and beneficiary feedback, while reflecting on the thematic learning of multiculturalism and village regeneration. Groups have 15 minutes to present in their chosen format, which may include PowerPoint presentations, role-play, drama, or artistic displays.	30
Reflective Journal	<p>Students are required to write a reflective journal reviewing their personal reflections throughout their service learning experiences of “Multiculturalism and Village Regeneration in Ethnic Tourism”. The journal should focus on events and experiences across three critical analysis areas: individual growth, collective learning, and policy or academic discourses. Under individual growth, students should reflect on their personal transformation, cultural competency development, and professional skill enhancement. The collective learning section should address group dynamics, cross-cultural collaboration, and community engagement insights. The policy or academic discourses section should address personal dilemmas encountered when engaging with issues of “Multiculturalism and Village Regeneration in Ethnic Tourism.”</p> <p>Length: 1200 words in Chinese or 1500 words in English. Format: APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing</p> <p>Cover page: Course title and code, students’ full names and ID, title of paper, word count</p> <p>Deadline of submission: 20th, June, 2025 23:59</p>	30

*****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

Recommended Readings

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。

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.htm_files_\(2013-14\)/p10.htm](http://www.cuhk.edu.hk/policy/academichonesty/Eng.htm_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.