

## **PSY 1030A: PSYCHOLOGY OF PERSONAL GROWTH (FALL 2008)**

### **1. Course Description: What is the course about?**

This course is designed to cover various issues that adolescents will face during their transition to adulthood. It provides a general orientation of personal growth and adjustment so that students can develop adaptive social behaviour and effective coping skills. Topics will include identity issues, personality theories and psychological adjustment, development of the self, interpersonal relationship, marriage, gender roles, interpersonal communication, stress and coping, health behaviour, sexuality, and work-related issues.

### **2. Learning Approach: How does the course help you learn about personal growth?**

This course employs an interactive learning approach to let you have a comprehensive understanding of the major themes in personal growth. Activities will include interactive lectures, problem-based tutorials, as well as workshops. Through the active engagement in all the course-related activities, you are expected to acquire both theoretical and practical knowledge on personal growth, and to constantly reflect on your own personal development.

### **3. Prerequisites: What knowledge do you need before taking this course?**

No prerequisite.

### **4. Contact Information of Teaching Members**

**Lecturer:** Prof. Darius Chan (SB 336, ext. 6504, [dchan@cuhk.edu.hk](mailto:dchan@cuhk.edu.hk))  
Office hours: Monday 2:30 – 4:30 PM or by appointment

**Tutor:** Ms. Bauhinia Yong (SB 351, ext. 6521, email: [bckyong@psy.cuhk.edu.hk](mailto:bckyong@psy.cuhk.edu.hk))  
Office hours: Wednesday 4:15 – 6:15 PM or by appointment

**Lecture:** Mon 4:30 PM – 6:15 PM (CKB UG04)

**Tutorial:** Wed 11:30 AM – 12:15 PM (CKB UG04)

## 5. Course Content

Topics	Contents/fundamental concepts
1. Introduction	This lecture provides an overview of what the study of personal growth refers to. Major concepts and themes covered in the course will be briefly introduced.
2. Growing Up and Psychological Adjustment	This lecture discusses major approaches to psychology and how they are related to the process of growing up. Theories and concepts on self identity, personality, and psychological adjustment will be discussed.
3. Understanding the Self and Social Perception	This lecture examines concepts related to the development of the self, self esteem, and self control. It also discusses research findings on how social perception can be related to our well-being.
4. Interpersonal Attraction and Love	This lecture examines factors associated with interpersonal attraction. Concepts and theories on friendship and romantic relationship will be introduced.
5. Marriage and Intimate Relationship	This lecture discusses research on marriage-related issues such as marital satisfaction, marital adjustment, and divorce.
6. Gender Roles	This lecture covers research and concepts related to traditional gender roles and gender differences. Recent studies on sexual harassment will also be examined.
7. Effective Communication	This lecture discusses the various issues on verbal and non-verbal communication. Practical topics such as conflict resolution will also be introduced.
8. Stress and Health	This lecture examines the nature and major types of stress, the concept of stress tolerance, and the potential outcomes of stress.
9. Health Behaviour and Primary Intervention	This lecture introduces the concept of maladaptive behaviours and health promotion. Theories on primary intervention will be discussed.
10. Coping	This lecture examines research on various types of constructive coping style and their adaptive values.
11. Psychology of Work	This lecture discusses work-related theories and concepts such as vocational development, career planning, work motivation, and job satisfaction.
12. Human Sexuality	This lecture covers various topics related to sexuality. Concepts such as sexual identity, interactions in sexual relationships, premarital sexual behaviour will be examined.

## 6. Expected Learning Goals

Seven specific learning goals are set for this course -

1. Understand the major psychological concepts and research findings that are related to personal growth and adjustment;
2. Develop critical thinking skills to solve daily problems;

3. Apply and relate psychological principles to personal and social issues;
4. Acquire effective communication skills;
5. Facilitate the sense of socio-cultural and international awareness;
6. Reflect upon one's own personal development;
7. Gain insights into career planning and development

**7. Expected Learning Outcomes**

Students will gain a good appreciation of the vast applications of psychology in our daily life. At the end of course, students are expected to -

Learning Outcomes:	Matching of learning goals:								
<p>Upon completion of this course, students will be expected to:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <p><b>Learning Outcome 1</b></p> <ul style="list-style-type: none"> <li>▪ Be familiarized with the key classical and contemporary studies and findings in psychology;</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Learning Outcome 2</b></p> <ul style="list-style-type: none"> <li>▪ Be able to understand, relate and apply the key psychological concepts in daily life;</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Learning Outcome 3</b></p> <ul style="list-style-type: none"> <li>▪ Be able to conceptualize, structure, articulate and present original ideas, both in written assignments and during tutorial presentations, on psychology related topics;</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Learning Outcome 4</b></p> <ul style="list-style-type: none"> <li>▪ Have acquired the necessary skills of identifying a potential problem, analyzing and researching on relevant information, and deriving optimal solutions when facing various challenges in life.</li> </ul> </td> </tr> </table>	<p><b>Learning Outcome 1</b></p> <ul style="list-style-type: none"> <li>▪ Be familiarized with the key classical and contemporary studies and findings in psychology;</li> </ul>	<p><b>Learning Outcome 2</b></p> <ul style="list-style-type: none"> <li>▪ Be able to understand, relate and apply the key psychological concepts in daily life;</li> </ul>	<p><b>Learning Outcome 3</b></p> <ul style="list-style-type: none"> <li>▪ Be able to conceptualize, structure, articulate and present original ideas, both in written assignments and during tutorial presentations, on psychology related topics;</li> </ul>	<p><b>Learning Outcome 4</b></p> <ul style="list-style-type: none"> <li>▪ Have acquired the necessary skills of identifying a potential problem, analyzing and researching on relevant information, and deriving optimal solutions when facing various challenges in life.</li> </ul>	<p>Each learning outcome matches with the following learning goals:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 2</li> <li>√ Learning Goal 5</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 5</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 4</li> <li>√ Learning Goal 5</li> <li>√ Learning Goal 7</li> </ul> </td> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> <li>√ Learning Goal 6</li> <li>√ Learning Goal 7</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 2</li> <li>√ Learning Goal 5</li> </ul>	<ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 5</li> </ul>	<ul style="list-style-type: none"> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 4</li> <li>√ Learning Goal 5</li> <li>√ Learning Goal 7</li> </ul>	<ul style="list-style-type: none"> <li>√ Learning Goal 6</li> <li>√ Learning Goal 7</li> </ul>
<p><b>Learning Outcome 1</b></p> <ul style="list-style-type: none"> <li>▪ Be familiarized with the key classical and contemporary studies and findings in psychology;</li> </ul>									
<p><b>Learning Outcome 2</b></p> <ul style="list-style-type: none"> <li>▪ Be able to understand, relate and apply the key psychological concepts in daily life;</li> </ul>									
<p><b>Learning Outcome 3</b></p> <ul style="list-style-type: none"> <li>▪ Be able to conceptualize, structure, articulate and present original ideas, both in written assignments and during tutorial presentations, on psychology related topics;</li> </ul>									
<p><b>Learning Outcome 4</b></p> <ul style="list-style-type: none"> <li>▪ Have acquired the necessary skills of identifying a potential problem, analyzing and researching on relevant information, and deriving optimal solutions when facing various challenges in life.</li> </ul>									
<ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 2</li> <li>√ Learning Goal 5</li> </ul>									
<ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 5</li> </ul>									
<ul style="list-style-type: none"> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 4</li> <li>√ Learning Goal 5</li> <li>√ Learning Goal 7</li> </ul>									
<ul style="list-style-type: none"> <li>√ Learning Goal 6</li> <li>√ Learning Goal 7</li> </ul>									

## 8. Learning Activities

	<b>Interactive Lectures</b>	<b>Regular Tutorials</b>	<b>Tutorial Preparation Meetings</b>	<b>Problem-based Discussion Tutorials</b>	<b>Workshops</b>
<b>Time per week</b>	2 periods in-class Mon 4:30–6:15 PM	1 period in-class Wed 11:30–12:15 PM	1 period By appointment	2 hours in-class To be arranged	1 period in-class Wed 11:30–12:15 PM
<b>Venue</b>	CKB UG04	CKB UG04	TA office	To be arranged	CKB UG04
<b>Total no. of sessions</b>	12 lectures	3 tutorials	6 meetings	2 tutorials	2 workshops
<b>Attendance</b>	Mandatory	Mandatory	Mandatory	Mandatory	Mandatory
<b>Teaching Member(s)</b>	Lecturer	Teaching assistant	Teaching assistant	Teaching assistant	Teaching assistant
<b>Matching with learning goals (LG)</b>	√ LG 1 √ LG 2 √ LG 3 √ LG 4 √ LG 5 √ LG 6 √ LG 7	√ LG 1 √ LG 2	√ LG 3 √ LG 4 √ LG 5 √ LG 6	√ LG 1 √ LG 2 √ LG 3 √ LG 4 √ LG 5 √ LG 6 √ LG 7	√ LG 2 √ LG 4 √ LG 6 √ LG 7
<b>Matching with learning outcomes (LO)</b>	√ LO 1 √ LO 2	√ LO 1 √ LO 2	√ LO 3 √ LO 4	√ LO 3 √ LO 4	√ LO 1 √ LO 2

### Learning Activities:

1. Interactive Lectures:  
Major concepts and research findings will be presented in the lectures. Students will also be prompted with various questions and encouraged to discuss them in class;
2. Regular Tutorials:  
Regular tutorials will be arranged for various purposes such as reviewing and discussing examination-related issues, and explaining the requirements for the case-album presentations.
3. Preparation Meetings for the Case-album Presentations:  
Students are expected to meet and discuss in small groups on ideas to prepare for the case-album presentations. Students are expected to choose a case, either daily life issues or fictional scenarios, analyze it using the acquired concepts from class, and prepare for a tutorial presentation;
4. Problem-based Discussion Tutorials:  
Small group presentations will be scheduled during which each group will present what they have prepared and then lead a discussion on the materials covered. It serves as a platform for students to articulate their own viewpoints and comment on others' opinions;

5. Workshops:

One workshop on self-analysis and one on career development will be provided so that students can have a better understanding of the relevant concepts and how these concepts can be applied for understanding themselves.

For #3 and #4, please refer to the Tutorial Instructions for details.

9. **Assessment Scheme**

<b>Assessment Mode:</b>	<b>Matching of learning goals:</b>						
<p>Students will be assessed in the form of:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 10px;"> <p>1. <b>Formative assessment</b> (measures what you have learnt at different stages during the course)</p> </td> </tr> <tr> <td style="padding: 10px;"> <p>2. <b>Summative assessment</b> (in the form of an examination to test your understanding of the subject knowledge at the end of the course)</p> </td> </tr> <tr> <td style="padding: 10px;"> <p>3. <b>Authentic assessment</b> (measures various abilities that you can apply to address real-life problems or fictional scenarios)</p> </td> </tr> </table>	<p>1. <b>Formative assessment</b> (measures what you have learnt at different stages during the course)</p>	<p>2. <b>Summative assessment</b> (in the form of an examination to test your understanding of the subject knowledge at the end of the course)</p>	<p>3. <b>Authentic assessment</b> (measures various abilities that you can apply to address real-life problems or fictional scenarios)</p>	<p>Each assessment mode matches with the following learning goals:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 10px;"> <ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 5</li> </ul> </td> </tr> <tr> <td style="padding: 10px;"> <ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 5</li> </ul> </td> </tr> <tr> <td style="padding: 10px;"> <ul style="list-style-type: none"> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 4</li> <li>√ Learning Goal 6</li> <li>√ Learning Goal 7</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 5</li> </ul>	<ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 5</li> </ul>	<ul style="list-style-type: none"> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 4</li> <li>√ Learning Goal 6</li> <li>√ Learning Goal 7</li> </ul>
<p>1. <b>Formative assessment</b> (measures what you have learnt at different stages during the course)</p>							
<p>2. <b>Summative assessment</b> (in the form of an examination to test your understanding of the subject knowledge at the end of the course)</p>							
<p>3. <b>Authentic assessment</b> (measures various abilities that you can apply to address real-life problems or fictional scenarios)</p>							
<ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 5</li> </ul>							
<ul style="list-style-type: none"> <li>√ Learning Goal 1</li> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 5</li> </ul>							
<ul style="list-style-type: none"> <li>√ Learning Goal 2</li> <li>√ Learning Goal 3</li> <li>√ Learning Goal 4</li> <li>√ Learning Goal 6</li> <li>√ Learning Goal 7</li> </ul>							

1. **Mid-term Examination (25%):**

A formative assessment will be used to measure what you have learnt at the first half of the course. The test syllabus will cover Weeks 1-8 materials, in the format of multiple-choice.

2. **Final Examination (45%):**

A summative assessment will be used to test your understanding of the subject knowledge at the end of the course. The test syllabus will cover the entire course (including materials presented in lectures, lecture notes, and the textbook), in the format of multiple-choice and essay questions. Materials not covered in the mid-term examination will be emphasized.

3. **Tutorial Assignments (20%):**

An authentic assessment will be used to measure various abilities that you can apply to address

real-life problems or fictional scenarios. [See Tutorial Instructions for details].

**4. Class Performance [lectures and tutorials] (10%):**

Your participation in class discussion and tutorials will be highly encouraged.

**10. Learning Resources**

**Textbook:**

Nevid, J. S., & Rathus, S.A. (2007). *Psychology and the challenges of life (10th edition)*. New York: John Wiley & Sons, Inc.

**Supplementary Reading:**

Gray, J. (1992). *Men are from Mars, women are from Venus: a practical guide for improving communication and getting what you want in your relationships*. New York: HarperCollins.

**11. Course Updates**

CUForum (<http://cuforum.cuhk.edu.hk/>) will be adopted in this course for posting course notes, announcements, online Q&A, submitting on-line assignments, etc.

For students who are not familiar with the platform of CUForum, you are recommended to read the instructions and guidelines of how to use CUForum on:

[https://cuforum.cuhk.edu.hk/guide/index\\_en.html?page=user&lang=en](https://cuforum.cuhk.edu.hk/guide/index_en.html?page=user&lang=en)

**12. Feedback for evaluation**

Students are welcome to give comments and feedback at any time during the class. Students can also stop by to talk to the instructor or teaching assistant, or send us emails or post comments on the CUForum website (<https://cuforum.cuhk.edu.hk/>) for this class.

### 13. Course Schedule

Week	Date	Topics	Readings
1.	Sep 1	Introduction: Course overview ; Growing Up: Personal identity, personality theories, psychological adjustment	1 & 2
2.	Sep 8	Understanding the Self & Social Perception: Development of the self, self esteem, self control, social perception	6
3.	Sep 15	<i>Holiday -- Mid-Autumn Festival</i>	-----
4.	Sep 22	Interpersonal Attraction & Love: Friendship, romantic relationship	11
5.	Sep 29	Marriage & Intimate Relationship: Living together, marital adjustment	12
6.	Oct 6	Gender Roles: Traditional gender roles, gender differences, sexual harassment	10
7.	Oct 13	Effective Communication: Verbal & non-verbal communication, conflict resolution	R**
8.	Oct 20	<i>Mid-term Examination</i>	-----
9.	Oct 27	Psychology of Work: Vocational development, career planning, work motivation, job satisfaction	15
10.	Nov 3	Stress & Health: Nature & major types of stress, stress tolerance, stress & illness	3 & 4
11.	Nov 10	Health Behaviour & Primary Intervention: Maladaptive behaviours, health promotion, modification of health behaviour	5
12.	Nov 17	Coping: Constructive coping style, stress management	3 & 9
13.	Nov 24	Human Sexuality: Sexual identity, interactions in sexual relationships, premarital sexual behaviour	13

R\*\* : Supplementary reading materials will be reserved in the Architecture Library.

#### **14. Academic honesty and plagiarism**

The University places very high importance on honesty in academic work, and has a policy of zero tolerance on plagiarism. Guidelines on academic honesty are on the website on "Honesty in Academic Work: A Guide for Students and Teachers" <http://www.cuhk.edu.hk/policy/academichonesty/>.

##### 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. Please visit the following websites for discussions of how to recognize and avoid plagiarism.

<http://ec.hku.hk/plagiarism/introduction.htm>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

<http://www.hamilton.edu/writing/style/plagiarism/plagiarism.html>

If you commit plagiarism in an assignment, and it is your first offence in the course, the penalty will range from a minimum of a single letter grade reduction in score on the assignment to a maximum of failure on the assignment. A second offence within the same course will result in a minimum penalty of a single letter grade reduction in the course grade to a maximum penalty of course failure. The specific penalty applied is up to the discretion of the professor. 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.

##### Detecting plagiarism

The Senate Committee on Teaching and Learning requires that all student assignments in undergraduate programmes should be submitted via CUPIDE (the Chinese University Plagiarism IDentification Engine System). Obviously, this policy will only apply to assignments in the form of a computer-generated document that is principally text-based (i.e., excluding calculations in science, brief laboratory reports, drawings in fine arts and architecture, etc.).

- Each student must upload a soft copy of the completed assignment to the plagiarism detection engine CUPIDE, at the URL: <http://cupide.cse.cuhk.edu.hk/student>
- 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/p09.htm>
- The declaration should be signed, and the receipt stapled to a hard copy of the assignment, which should be handed in before the assignment due date.
- Assignments without the receipt will not be graded by teachers.

**(To be signed by students at the beginning of the semester)**

I promise that all assignments submitted to this course across the entire semester will be original except for source material explicitly acknowledged. I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations as contained in the website <http://www.cuhk.edu.hk/policy/academichonesty/>.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name

\_\_\_\_\_  
Student ID

\_\_\_\_\_  
Course code

\_\_\_\_\_  
Course Title

**PSY 1030A PSYCHOLOGY OF PERSONAL GROWTH (FALL 2008)**  
Tutorial Outline

Tutor: Ms. Yong Chi King Bauhinia  
 E-mail: bckyong@psy.cuhk.edu.hk  
 Office: SB 351  
 Office hours: Wednesday 4:15 – 6:15 PM or by appointment

**Schedule:**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Time/ Venue</b>
1	Sept 3	Orientation	11:30 AM, CKB UG04
2	Sept 10	Workshop 1: Self-analysis	11:30 AM, CKB UG04
3	To be arranged	Case Album consultation*	<i>By group appointment (1 period)</i>
4	To be arranged	Case Album consultation*	<i>By group appointment (1 period)</i>
5	To be arranged	Case Album consultation*	<i>By group appointment (1 period)</i>
6	<i>To be arranged Oct 6 – 10</i>	Case Album Presentation 1: Interpersonal Attraction and Love	<i>To be arranged (2 periods)</i>
7	Oct 15	Mid-term consultation	11:30 AM, CKB UG04
8	Oct 22	Mid-term results discussion	11:30 AM, CKB UG04
9	Oct 29	Workshop 2: Career Development	11:30 AM, CKB UG04
10	To be arranged	Case Album consultation*	<i>By group appointment (1 period)</i>
11	To be arranged	Case Album consultation*	<i>By group appointment (1 period)</i>
12	To be arranged	Case Album consultation*	<i>By group appointment (1 period)</i>
13	<i>To be arranged Nov 24 – 28</i>	Case Album Presentation 2: Stress and Coping	<i>To be arranged (2 periods)</i>

\* Students are expected to have a weekly consultation session with the tutor to discuss the case album presentation.

**Self-analysis & Career Development Workshop**

- a. Self-analysis workshop: Personality tests will be introduced during this tutorial to demonstrate how psychology can facilitate self-understanding.
- b. Career Development workshop: Psychological assessments on career development will be introduced during this tutorial to provide some insight for students' future career development.

## Case Album Presentation

### a. Aim

- Application of learned psychological knowledge to daily life.

### b. Grouping

- Each group will be consisted of **4 - 6** students
- Students must e-mail the group list to Bauhinia (bckyoung@psy.cuhk.edu.hk) on or before 12 PM, 16<sup>th</sup> Sept. Negotiation and random re-arrangement will be implemented to ensure the desired size.
- There are **3** sessions for each case album presentation. In each session, **3 - 4** groups will do the presentation.
- Note that each session lasts for **2 periods**.

### c. Topics

Week 6  
Week 13

Interpersonal attraction and love  
Stress and coping

### d. Content

- For each presentation, each group has to prepare an assignment called “**Group Case Album**” that should included **TWO** parts:
  - Case Description (no page limit!)
  - Case Analysis (should not exceed 3 pages, with double-line spacing and font 12)
- Case description: select a relevant real life case from personal experience, newspapers, magazines, movies, and/or other sources. For paper clippings, the case should be attached to the album to be handed in; while in the case of movies and sources like personal experience, you should describe the case in words. There is no page limit for the case description. The goal is to provide me with enough details relevant to your analysis.
- Case Analysis: think through the case and write down brief comments on how the learned materials can be used to understand and explain the human behaviors described in your case. Such a case analysis should not exceed 3 pages (double-line spacing, 12 font). You can type in English or Chinese, but please remember that the assignment must be typewritten. In case of Chinese, you should enclose in parentheses the English names of technical terms.
- This **Group Case Album** should be submitted at the corresponding tutorial **before** the presentation.

### e. Mode of Presentation

- You are free to choose the presentation method. That is, you can pick whatever you like (e.g. drama, story-telling, video-recording) as long as it serves these goals: to let the classmates know relevant information of your case and how the learned materials can be applied to your case.
- The time allowed for each group presentation is **25 minutes**, in which **15** minutes is for **case presentation** and **10** minutes must be reserved for **class discussion**. To be fair, each group will be timed!!
- For the class discussion, your group will be responsible for holding the forum and your performance will be evaluated as well. Your job is to help the classmates to learn and think more about the topic.

- Note that the performance of each group will be rated by the other two to three groups (peer evaluation) that participate in the same presentation session. This peer rating will be included in the final mark.
- Students must attend the **full session** of their presentation. Those who are late or leave early without advanced permission are subjected to penalty.

*Remember!*

- **Marks will be deducted** from both the group and individual assignment for the latecomers who fail to give a satisfactory reason for being late (> 5 min.). Therefore, please arrive at the classroom on time!!
- **Within** the week after each corresponding presentation session, each student is required to submit an **Individual Comment Sheet**. You should comment on at most two ideas and/or questions raised in the class, related to the topic of the tutorial. This is a chance for you to follow-up any issues you are interested. This comment sheet should not exceed 1 page (double-line spacing, font 12). Please put your comment sheet into the course mailbox, located at the life lobby outside LT1 of the Sino Building, 3/F. Late comment sheet will not be scored.
- Please e-mail me **ONE week before** your assigned presentation session if you need to borrow any multimedia materials (e.g. tape player, projector) for your presentation. I will check for you and see if I can borrow the equipment for you in advance.

#### **Grading of the tutorials**

Group Case Albums:	5 %
Group Presentation:	4 %
Peer evaluation of Group Presentation:	2 %
Individual Comment Sheets:	2 %
Individual Participation:	2 %
<b>Total</b>	<b>15 % (30% for two tutorials)</b>

#### **Communication**

*CU Forum*

- There is a website provided by the Information Technology Service Center for this course. Please get access at <http://cuform.cuhk.edu.hk>. All announcements related to the tutorials will be posted here. You can also download lecture notes and view your grades at this website. Hence, please visit the site regularly.