

# FACULTY OF EDUCATION

## Faculty Requirements for 4-year Bachelor of Education Programmes

### Course List

<i>Code</i>	<i>Course Title</i>	<i>Unit</i>
<b>I. Educational Core Component</b>		
<i>Area I: Curriculum and Instruction</i>		
EDU2110	Principles of Curriculum and Instructional Design	2
EDU3110	School-based Curriculum Development and Implementation	2
*EDU3130	IT in Education: Foundations	2
EDU3140	Curricular Strategies for Tackling Individual Differences	2
EDU4110	Extracurricular Activities	2
EDU4130 [4120]	Information and Technology in Education	2
<i>Area II: Educational Administration and Policy</i>		
EDU2210	Education and Society in Hong Kong	2
EDU2220	Educational Thought	2
EDU2230	Introduction to Structure and Process of Schooling	2
EDU3240	Educational Policy and Practice in Hong Kong	2
EDU3260 [3250]	Teacher Development and Leadership	2
EDU3270	Engendering Education	2
EDU4210	Teachers and the Teaching Profession	2
<i>Area III: Educational Psychology</i>		
EDU2310	Child and Adolescent Development	2
EDU3310	Psychology Applied to Learning and Teaching	2
EDU3320	Motivation and Individual Differences	2
EDU4310	Assessment of Learning Process and Outcome	2
EDU4320	Classroom Management and School Discipline	2
EDU4330	School Guidance and Counselling	2
EDU4340	Teaching Students with Special Needs	2
EDU4350	Personal Development of Teachers	2
<b>II. Teaching Practice</b>		
EDU4010	Teaching Practice I	4
EDU4020	Teaching Practice II	4

\* Course offered in 2006-07 and before.

[ ] Old course codes used in 2006-07 and before.

## Course Description

(For the course descriptions of all Chinese Language and Literature (CHI) and English Language (ELT) courses, please refer to the Chinese Language and Literature Programme and English Language. Unless otherwise specified, all are 2-unit term courses of two hours of lecture per week.)

### EDU2110

#### Principles of Curriculum and Instructional Design

The course aims at introducing the theories and skills of curriculum and instructional design. The theories include: 1) models of curriculum and instructional design; 2) factors that should be considered in curriculum and instructional design; 3) establishing curriculum aims and instructional objectives; 4) selection of learning opportunities; 5) curriculum and instructional organization; 6) catering for individual differences; and 7) evaluation of student learning. It is hoped that learners will be able to apply the theories and skills in designing school curricula and classroom instruction.

### EDU2210

#### Education and Society in Hong Kong

This course is designed to help students reflect on the social and education system which they have lived with for about twenty years. By applying sociological and political concepts and theories, the course will analyse the development experience of postwar Hong Kong. The course will also introduce research findings on Hong Kong society and education which have been accumulated for the last four decades. It is intended to help students have a broader and more penetrating understanding of Hong Kong society and its educational system. (Not for students who have taken UGC2895.)

### EDU2220

#### Educational Thought

This course aims to discuss the prominent thoughts directing educational practice and their philosophical origins of foundations. Educational thoughts concerning the topics such as the meaning and aims of education, content and practice of teaching and learning, will be introduced and examined in relation to various fields of philosophical investigation concerning knowledge and value, humanity and society, etc. Traditional and modern, Chinese and Western perspectives on education will be scrutinized. (Not for students who have taken UGD268V.)

### EDU2230

#### Introduction to Structure and Process of Schooling

Schooling is a major institution in modern society. As active participants in schools, teachers need a thorough understanding of their roles within the schooling system. Accordingly, this course is designed to facilitate an understanding of the schooling system under the current restructuring school system and changing society. At the conclusion of the course, students will: 1) be able to view the schooling system through different perspectives; 2) be able to inquire changes of schooling system under current educational restructuring; 3) understand teachers' subculture and their professional development; and 4) understand pupils' subculture and the influence of family on schooling.

#### EDU2310

##### Child and Adolescent Development

This course provides an introduction to major theoretical orientations in understanding human development. The interplay of family, school and community as contexts of child and adolescent development will be highlighted. The core of the course lies in different aspects of development (e.g., self, social, emotional, intellectual, moral, aesthetic) in childhood and adolescence, which will be examined from both theoretical and applied perspectives. Special issues of current concern (e.g., talent development and various kinds of psychological disturbances) will also be discussed.

#### EDU3110

##### School-based Curriculum Development and Implementation

The course aims at helping learners investigate the various models of curriculum development (including the highly centralized as well as the school-based models) found in different socio-political environments and, based on this, study the history of the machinery for curriculum development and of curriculum design in Hong Kong. Learners also have the opportunities to examine the major issues of school-based curriculum development and implementation. This course also aims at helping learners master the basic skills of implementing curriculum change in schools.

#### EDU3140

##### Curricular Strategies for Tackling Individual Differences

Catering for individual differences is one of the challenges classroom teachers have to face. This course aims to help student teachers develop basic understanding of the nature of the problem and means of tackling individual differences through curricular and instructional measures. Strategies such as curriculum adaptation, cooperative learning, mastery learning and assessment for learning will be covered. Student teachers will also acquire practical instructional strategies such as cubing. To make the course directly relevant to practical teaching environment, subject specific examples and case studies will be widely used.

#### EDU3240

##### Educational Policy and Practice in Hong Kong

This course aims to help prospective teachers to gain an understanding of the Hong Kong education system in relation to their occupational well-being and working environment. It is designed to provide prospective teachers with analytical tools to comprehend and review educational policies and their implementation. Educational issues and policies in Hong Kong will be analysed from an international-comparative perspective and a local concern for efficiency and equity. With a brief historical background, the empirical analysis of policies will begin with the 1982 Llewellyn Report and then extend to other educational policy papers and reports. Topics for analysis may include: 1) the school system and the curriculum; 2) allocation, selection and examination; 3) technical and vocational education; 4) quality in school; 5) gender and class differentials in education; and 6) teacher education and qualification.

#### EDU3260

##### Teacher Development and Leadership

Teachers are expected to play multiple roles in the education reform process. Shifting expectations require teachers to have a firm understanding of how schools operate and how reforms affect their roles both in and outside of the classroom. To effectively reshape their work in line with growing expectations, teachers must understand the current reality of school administration, their own personal weaknesses, commit to career long professional development and consider strategies for maximizing their effectiveness. This course is designed to help teachers understand and shape their roles in a reform environment. In other words it aims to help teachers become leaders of their own professionalism. It does this in two ways. First, it aims to nurture teacher awareness of their own professional growth and how they can maximize the latest opportunities available in this area. Second it helps teachers understand life in schools undergoing reform and the effect this can have on their professional life, and the effect this can have on their professional life. Topics covered in the course are: understanding teacher's role and the complexity of the school organization, developing personal mastery and personal vision in education, systems thinking and problem solving in the organization and in the classroom, learning shared vision and team learning skills, leading and managing change in school, etc. (Not for students who have taken EDU3230 or 3250.)

#### EDU3270

##### Engendering Education

Drawing on sociological and socio-psychological perspectives, this course tries to sensitize students to the gender implications underlying educational structures and processes. This course examines how various aspects of education, including its hierarchical structure, the curriculum and school processes, are shaped by the changing needs of capitalism and patriarchy. At the same time, this course will attempt to identify the various contradictions, paradoxes and space for resistance embedded in education. This course sees education as the site for the construction of and contests involving gender and sexualities. It also deconstructs dominant epistemologies, and introduces students to research concerning gender-differentiated modes of learning. The ultimate goal is to enable students to question existing power relationships in patriarchy, as well as concepts and views that are deeply embedded in such relationships, so as to be able to build up a broader intellectual space for themselves. (Not for students who have taken GRS2004/UGC267V.)

#### EDU3310

##### Psychology Applied to Learning and Teaching

This course examines how theories in psychology can be applied to enhance the cognitive and affective development of students and to promote teaching effectiveness. It also explores motivation theories and individual differences related to school learning and teaching. The emphasis is placed on modern cognitive and affective theories of motivation. Topics include: instruction taxonomy of cognitive activities; learning hierarchy analysis; computer assisted learning and mastery learning; discovery and inquiry teaching models; social learning approach; memory process; information processing approach; academic achievement, causal attribution, perceived ability, beliefs and implications of extrinsic and intrinsic motivation for classroom instruction. The significance of individual differences to learning and teaching is also investigated.

#### EDU3320

##### Motivation and Individual Differences

Understanding the motivation and individual differences of students is essential for effective teaching and learning. An integrated approach of theory, research and practice would be adopted in this course. It begins with inviting you to explore major theories of motivation for deeper insights into the learning process. Current research findings on psychological constructs related to motivation and de-motivation in school learning will then be discussed. Examples of these constructs are self-concept, self-efficacy, goal orientation, self-regulation, curiosity, interest, flow, learned helplessness, teachers' expectations and teachers' feedbacks. Individual differences in such aspects as cognitive style, memory, intelligence, creativity, problem solving, prior knowledge and personal epistemology will also be examined. To optimize student motivation and to accommodate individual differences, we will deliberate on various instructional designs, ranging from classroom strategies to a school-wide approach.

#### EDU4010

##### Teaching Practice I

4 U; 4 Field

It is designed to capitalize on the theoretical work which is provided during the course of the first two years. Students will be assigned to schools to have four weeks of teaching practice during the third year. Completion of two weeks of "School Experience" in the second year, during which students observe classroom teaching and school life in general, is a prerequisite for this course.

#### EDU4020

##### Teaching Practice II

4 U; 4 Field

It is designed to capitalize on the theoretical work which is provided during the course of the first three years. Students will be assigned to schools to have four weeks of teaching practice during the fourth year.

#### EDU4110

##### Extracurricular Activities

This course aims to help students understand the educational functions and values of extracurricular activities and develop skills in helping school students to organize various activities. The course content includes: 1) nature and values of extracurricular activities; 2) extracurricular activities in schools; 3) the administration of extracurricular activities; 4) guidance work in extracurricular activities; 5) training of student leaders; 6) arrangement of tournaments and competitions; and 7) examples of organizing extracurricular activities.

#### EDU4130

##### Information and Technology in Education

This course will provide pre-service teachers with skills and experiences in information and technology necessary for the use in classrooms. The course will provide hands-on experiences to examine and interact with educational software and Websites. Participants will learn to develop classroom applications such as project learning and inquiry learning in classrooms. The course will include: 1) information literacy and media literacy in the information age; 2) information skills and their applications; 3) mindtools for organizing knowledge; 4) numerical data handling; 5) multimedia technology; and 6) inquiry-based learning. Participants will be required to participate in a variety of hands-on learning activities, to reflect on relevant readings, and to explore relevant software and web-based resource materials. Participants are expected to review teaching strategies and assessment methods for their students' learning through discussion and collaboration on electronic platforms such as Wiki and Blog. (Not for students who have taken EDU4120.)

#### EDU4210

##### Teachers and the Teaching Profession

The course examines two significant themes in teaching - the nature of teaching as work and the actors involved in it. Topics include: the meaning of teacher work, the professionalization of teaching, the contribution of teacher professionalism to improving education, and the cultures of teachers as persons and as professionals.

#### EDU4310

##### Assessment of Learning Process and Outcome

This course is designed to provide students with an introduction to the elements and principles of measurement and evaluation that are essential to good teaching. Students are expected to derive the following general learning outcomes from this course: 1) an appreciation of the role of measurement and evaluation in the instructional process; 2) the ability to construct classroom tests that measure a variety of intended learning outcomes and process; 3) the ability to appraise, analyse, and revise the items of classroom test critically; 4) the ability to select the published tests that are appropriate for a particular situation; 5) the ability to interpret test scores and use test results properly; and 6) the ability to construct or select nontest evaluation instruments.

#### EDU4320

##### Classroom Management and School Discipline

The course is designed to familiarize students with both the theoretical and the practical aspects of classroom management and school discipline. It also aims at assisting teachers to promote an optimum learning environment and to encourage the development of self-discipline among students. Topics include: organizational perspective of discipline, group dynamics, management skills in context, student-teacher relationship, school rules and organization policies, coordination between discipline and guidance, home-school partnership and whole school discipline.

#### EDU4330

##### School Guidance and Counselling

The course aims to explore different kinds of guidance service in schools and their functions and to promote guidance activities in schools in Hong Kong. The course content includes: 1) history and aims of guidance; 2) what is guidance and counselling?; 3) major dimensions in school guidance; 4) the importance of teacher counsellor as a person; 5) basic counselling theories, attitudes and techniques; 6) individual and group counselling; 7) coordination of guidance and discipline; 8) whole school approach guidance; 9) home-school partnership; and 10) referral counselling and consultation services.

**EDU4340****Teaching Students with Special Needs**

This course serves as an introduction to students with special needs, covering a range of special needs including learning difficulties, hyperactivity, autism, emotional maladjustment, mental handicap, physical handicap, sensory impairment and giftedness. Students will be exposed to a number of contemporary issues and controversies in special education and integrative education. Basic principles of identification and education of students with special needs in the regular classroom will be discussed, with focuses on teacher's roles in helping these students and adapting instruction to their needs.

**EDU4350****Personal Development of Teachers**

This course promotes the personal development of students in a teacher education programme context. Specially, it will discuss teachers' physical and mental health and other related issues. Through experiential learning activities, students can raise their self-awareness and understanding of their professional and personal development. Examples of topics include teachers' self-concept, effective communication, social support and interpersonal relationships, stress and burnout and possible physical hazards resulted from teaching, and so on. Students' abilities to self-reflect and evaluate are particularly important. After completing this course, students will be able to: 1) recognize the importance of personal development; 2) enhance their self-understanding and reflective abilities; and 3) identify resources and options to handle problems concerning their physical and mental health.

## Study Scheme

**I. Educational Core Component****(Not applicable to Physical Education and Sports Science Majors)**

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|----|---|----------|
| 1. | Teaching Practice<br>EDU4010, 4020  | 8 units  |
| 2. | Educational Studies   | 18 units |
|    | (i) Required Courses:<br>EDU2110, 2310, 3110, 3240, 3260 [3250], 3310   | 12 units |
|    | (ii) Elective Courses:<br>EDU2210, 2220, 2230, 3130*, 3140, 3270, 3320,<br>4110, 4130 [4120], 4210, 4310, 4320, 4330, 4340,<br>4350 | 6 units  |

**II. Faculty Language Requirement****A. Applicable to S7 entrants****1. English**

All Education Major students are required to complete one of the following courses (see Note 1 below):

- (i) English Language Education  
ELT2110 Listening and Speaking Enhancement for ELT I

\* Course offered in 2006-07 and before.

[ ] Old course codes used in 2006-07 and before.

- (ii) Chinese Language Education, and Physical Education and Sports Science  
Students with Grade “C” or above in HKALE AS “Use of English”  
Any 3-unit elective course offered by the English Language Teaching Unit (ELTU) at 2000 level  
Students with Grade “D” or “E” in HKALE AS “Use of English”  
Any 3-unit elective course offered by ELTU at 1000 level

## 2. Chinese

- (i) Education Major students with Grade “A” or “B” in HKALE AS “Chinese Language and Culture” are required to complete CHI1811 Professional Chinese (ART & EDU) (see Note 2).
- (ii) Education Major students with Grade “C” or below in HKALE AS “Chinese Language and Culture” are required to complete CHI1212 Chinese for Faculty of Education (see Note 2).
- (iii) Education Major students exempted from the Chinese language requirement for admission by the Senate are required to complete, as determined by the Faculty (by a small group convened by the Associate Pro-Vice-Chancellor and Registrar from 2006-07 onwards):
- (a) 3 units of Chinese, OR
  - (b) 3 or 6 units of Elementary Chinese, OR
  - (c) 3 units of Chinese or Elementary Chinese and 3 units of Cantonese, OR
  - (d) 3 units of Chinese or Elementary Chinese and 3 units of Putonghua.

The courses for selection are as follows:

### Elementary Chinese

CHI1210	University Elementary Chinese
CHI1212	Chinese for Faculty of Education
CHI1530	Oral Communication Skills

### Chinese

CHI1510	Business Chinese
CHI1520	Chinese for Executives
CHI1586	Creative Writing in Chinese

### Cantonese

CAN2013	Cantonese
CAN3013	Intermediate Cantonese

### Putonghua

PTH1001	Putonghua I (1 unit)
PTH2001	Putonghua II (1 unit)
PTH2003	Elementary Putonghua
PTH3001	Putonghua III (1 unit)
PTH3031	Putonghua in Current Affairs (1 unit)

- Notes: 1. Students who do not have HKALE AS “Use of English” results are required to complete an English language course as determined by the Major Department/Programme in consultation with ELTU.
2. Students who do not have HKALE AS “Chinese Language and Culture” results are required to complete a Chinese language course as determined by the Major Department/Programme in consultation with the Department of Chinese Language and Literature and/or the New Asia--Yale-in-China Chinese Language Center.
3. The above courses are 3-unit courses, unless otherwise specified.

**B. Applicable to S6 entrants**

**1. Expository Writing**

All Education Major students are required to complete \*ELT2452 Expository Writing or ELT2455 Expository Writing (ARTS/EDU/LAW/SSC).

**2. English**

All Education Major students are required to complete two 3-unit elective courses offered by ELTU at 1000 level.

**3. Chinese**

- (i) All Education Major students, with the exception of those in (ii), (iii) and (iv) below, are required to complete CHI1811 Professional Chinese (ART & EDU) and one of the following courses:

CHI1510	Business Chinese
CHI1520	Chinese for Executives
CHI1586	Creative Writing in Chinese

- (ii) Mainland students proficient in Cantonese are required to complete two of the following courses:

CHI1510	Business Chinese
CHI1520	Chinese for Executives
CHI1586	Creative Writing in Chinese
CHI1811	Professional Chinese (ART & EDU)

- (iii) Mainland students not proficient in Cantonese are required to complete 6 units of Chinese and 3 units of Cantonese. The courses for selection are as follows:

Chinese

CHI1510	Business Chinese
CHI1520	Chinese for Executives
CHI1586	Creative Writing in Chinese
CHI1811	Professional Chinese (ART & EDU)

Cantonese

CAN2013	Cantonese
CAN3013	Intermediate Cantonese

- (iv) Education Major students exempted from the Chinese language requirement for admission by the Senate are required to complete, as determined by the Faculty (by a small group convened by the Associate Pro-Vice-Chancellor and Registrar from 2006-07 onwards), 6 to 12 units of Chinese, Elementary Chinese, Cantonese or Putonghua. The courses for selection are as follows:

Elementary Chinese

CHI1210	University Elementary Chinese
CHI1212	Chinese for Faculty of Education
CHI1530	Oral Communication Skills

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\* *Course offered in 2006-07 and before.*

Chinese

CHI1510	Business Chinese
CHI1520	Chinese for Executives
CHI1586	Creative Writing in Chinese
CHI1811	Professional Chinese (ART & EDU)

Cantonese

CAN2013	Cantonese
CAN3013	Intermediate Cantonese

Putonghua

PTH1001	Putonghua I (1 unit)
PTH2001	Putonghua II (1 unit)
PTH2003	Elementary Putonghua
PTH3001	Putonghua III (1 unit)
PTH3031	Putonghua in Current Affairs (1 unit)

Note: The above courses are 3-unit courses, unless otherwise specified.

# Language Education

## Course List

<i>Code</i>	<i>Course Title</i>	<i>Unit</i>
<b>A. Chinese Language Education</b>		
<u><i>Language Enhancement and Language Studies</i></u>		
<b>Required Courses</b>		
CHI1910	Syntax for Practical Use	3
CHI1920	Introduction to Literature	3
CHI1930	Introduction to Classical Texts	3
CHI1940	Writing	3
CHI2911	Introduction to Chinese Etymology	3
CHI2930	Selected Readings in Classical Chinese Poetry and Writing Practice	3
CHI2951	Selected Topics in the History of Chinese Literature	3
CHI2971	Introduction to Chinese Phonology	3
CHI3920	Study of Cantonese and Its Application	3
<b>Elective Courses</b>		
CHI3730	Chinese Bibliography	3
CHI3740	Chinese Rhetoric	3
CHI3750	General Linguistics	3
CHI3760	Applied Linguistics	3
CHI3770	<i>Ci</i> in the <i>Tang</i> and the Five Dynasties	3
CHI3780	<i>Ci</i> in the <i>Song</i> Dynasty	3
CHI3790	Selected Works of <i>Qu</i>	3
CHI3800	Selected Prose Works Through All Ages	3
CHI3810	Classical Chinese Fiction (Short Stories)	3
CHI3820	Classical Chinese Fiction (Novel)	3
CHI3830	<i>Lun Yu</i>	3
CHI3840	<i>Meng Zi</i>	3
CHI3850	<i>Shi Ji</i>	3
CHI3860	<i>Han Shu</i>	3
CHI3870	Modern Chinese Prose	3
CHI3880	Modern Chinese Fiction	3
CHI3890	Modern Chinese Drama	3
CHI3900	Modern Chinese Poetry	3
CHI3910	Creative Writing	3
CHI3931	Putonghua: Research and Teaching	3
*CHI4411	Meandering in Hong Kong Literature	3
CHI4421	<i>Lu Shi Chun Qiu</i>	3
CHI4511	Reading of Classics in Language and Linguistics: <i>Guangyun</i>	3
CHI4521	Reading of Classics in Language and Linguistics: <i>Shuowen jiezi</i>	3
*CHI4531	Contemporary Phonology: Theory and Application	3
CHI4541	Hong Kong Literature	3
*CHI4551	Special Topics on Hong Kong Literature	3

\* Courses offered in 2005-06 and before.

*CHI4561	Special Topics in Language Teaching in Hong Kong	3
CHI4571	Writing in Classical Chinese	3
*CHI4581	Special Topics on Cantonese Study	3
*CHI4591	Tourism Literature	3
CHI4601	Modern Literary Criticism	3
CHI4602	Literature of the Jian'an Period	3
CHI4620	Chinese Semasiology	3
CHI4630	Chinese Grammar	3
CHI4640	Chinese Paleography and the Study of Ancient Texts	3
CHI4650	Dialectology	3
CHI4660	Selected Topics in Linguistics	3
*CHI4670	Special Topics in Methodology	3
CHI4680	<i>Shi Jing</i>	3
CHI4690	<i>Chu Ci</i>	3
CHI4770	<i>Wenxin Diaolong</i>	3
CHI4790	<i>Tao Qian's Poems</i>	3
CHI4800	<i>Li Bai's Poems</i>	3
CHI4810	<i>Du Fu's Poems</i>	3
CHI4820	<i>Han Yu's Prose</i>	3
CHI4830	<i>Liu Zongyuan's Prose</i>	3
CHI4840	<i>Su Shi's and Xin Qi-ji's Ci</i>	3
CHI4850	<i>Zhou Bangyan's and Jiang Kui's Ci</i>	3
CHI4860	Chinese Classical Drama	3
CHI4870	Literary Criticism	3
CHI4880	Modern Chinese Literature	3
CHI4890	Selected Topics in Chinese Classical Literature	3
CHI4910	<i>Zuo Zhuan</i>	3
CHI4920	<i>Zhuang Zi</i>	3
CHI4930	<i>Xun Zi</i>	3
CHI4940	<i>Han Fei Zi</i>	3
CHI4960	Selected Topics on Classical Texts	3
CHI4970	Study of Modern Chinese Writers	3
CHI4980	Selected Topics in Modern Chinese Literature	3

Teaching Methodology**Required Courses**

LED2510	Theoretical Foundation of Teaching Chinese	2
LED2520	Putonghua I	3
LED3510	Methods of Chinese Language Teaching I	3
LED3520	Putonghua II	3
LED4510	Methods of Chinese Language Teaching II	3
LED4520	Materials and Curriculum Design in Chinese Teaching	2

**Elective Courses**

LED2610	Language, Thought and Writing	3
LED2620	Foundations of Chinese Linguistics and Practical Writing	3
LED4610	Methods of Teaching Putonghua as a Subject	3
LED4620	Literature and Language Education	3
LED4630	Oral Skills of Chinese Language Teachers	3
LED4640	Language Policy and Language Education	3

\* Courses offered in 2005-06 and before.

Immersion Experience

LED1030	Immersion Experience - Putonghua	2
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**B. English Language Education**Language Enhancement**Required Courses**

ELT1107	English Improvement Strategies for Listening and Speaking	3
ELT1108	English Improvement Strategies for Reading and Writing	3
ELT2110	Listening and Speaking Enhancement for English Language Teaching I	3
ELT2111	Listening and Speaking Enhancement for English Language Teaching II	3
ELT2120	Reading and Writing Enhancement for English Language Teaching I	3
ELT2121	Reading and Writing Enhancement for English Language Teaching II	3

**Elective Courses**

ELT1106	Grammar for University Studies	3
ELT1109	Vocabulary Expansion Strategies	3
ELT2201	Listening and Response	3
ELT2392	Reading Short Stories	3
ELT2402	Academic Writing I	3
ELT2500	Improving Pronunciation	3
ELT2501	Effective Oral Communication I	3
ELT3103	English Through Current Affairs and Issues	3
ELT3104	English Through Film	3

Language Studies

LED2710	Structure of the English Language	3
LED3710	Pedagogical Grammar for English Language Teaching	3
LED3720	Language Acquisition for English Language Teaching	3
LED3730	Language Processing for English Language Teaching	3
LED4710	Spoken and Written Discourse	3

Language Teaching Methodology

LED2810	English Language Teaching Theory and Methodology I	3
LED2820	English Language Teaching Theory and Methodology II	3
LED4810	Teaching the Pronunciation of English	3
LED4820	English Language Teaching Techniques I: Listening and Speaking	3
LED4830	English Language Teaching Techniques II: Reading and Writing	3
LED4840	Language Assessment and Evaluation	3
LED4850	Studying Second Language Learners and Classrooms	3
LED4860	English Language Teaching Project Report	3



LED2510

Theoretical Foundation of Teaching Chinese

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This course aims to investigate the stages of child development and language learning; the study of the properties of Chinese characters, philology and syntax as related to teaching Chinese; principles and theories of skills development in listening, speaking, reading and writing; studies in the development of language ability through the learning of vocabulary and syntax, extensive reading, and communicative activities; and the design of practice materials and achievement evaluation.

LED2520

Putonghua I

This course aims at helping learners acquire the essential knowledge of the Putonghua language system, and develop the basic listening and speaking skills for social intercourse and daily communication. The use of phonetic transcription (Hanyu Pinyin) and the contrastive analysis between Cantonese and Putonghua will also be introduced for promoting self-learning skills.

LED2610

Language, Thought and Writing

This course emphasizes the characters and essence of the Chinese language, the relationship between language and thought, and language communication skills. These are supported by exercises that are conducive to effective communication in a variety of academic and professional areas.

LED2620

Foundations of Chinese Linguistics and Practical Writing

This course aims at helping learners acquire the essential knowledge of the Chinese language, and a clear understanding of the needs and methods of practical writing. These are supported by practice activities so that learners can function effectively in their professional contexts.

LED2710

Structure of the English Language

This course involves a study of important aspects of English structure. It outlines contemporary grammatical theories, the development of transformational generative grammars and their relationship to traditional and structural grammar. The course aims to prepare students to apply their knowledge of grammatical structure to the teaching of English as a second language.

LED2810

English Language Teaching Theory and Methodology I

This course provides a theoretical foundation to the communicative curricula and methods used in the teaching of English to non-native speakers. It investigates implications for language pedagogy, focusing on exemplary English language teaching practices in syllabus design, materials development, methodology, and evaluation with particular reference to the Hong Kong context. This course will include observation of videotapes of English language teaching lessons and opportunities for peer teaching.

LED2820

English Language Teaching Theory and Methodology II

This course provides a selective review of the curricula and methods used in teaching English to non-native speakers both in Hong Kong and abroad. Techniques, methods, and materials appropriate to child, adolescent and young adult learners are discussed and demonstrated. This course will include observation of videotapes of English language teaching lessons and opportunities for peer teaching. Prerequisite: LED2810.

LED3510

Methods of Chinese Language Teaching I

This course aims at helping learners master the basic teaching skills and develop the ability of instructional design in Chinese language teaching. The following topics will be discussed in the course: the characteristics, the objectives, the contents and the principles of teaching Chinese. The course also covers the teaching of listening, speaking, reading and writing, the teaching of basic language knowledge and the design of instructional task in the Target-Oriented Curriculum.

LED3520

Putonghua II

This course aims at helping learners deepen their understanding of the Putonghua language system and modern Chinese, strengthen their ability in listening, speaking, reading aloud and using phonetic transcription (Hanyu Pinyin), master the correspondence rules for Putonghua and Cantonese, and enhance the ability of using reference books and resources for learning Putonghua. Prerequisite: LED2520.

LED3710

Pedagogical Grammar for English Language Teaching

This course is designed to provide a review of the syntactic structure of English, as well as ideas for how grammar can be integrated into the communicative language classroom. Topics covered in the course include contrasting types of grammatical analysis; awareness of grammar functions; different approaches to the teaching of grammar; identification, analysis and remediation of student errors; selection and evaluation of commercial grammar texts; and preparation of pedagogical materials for students in Hong Kong. Prerequisite: LED2710.

LED3720

Language Acquisition for English Language Teaching

This course focuses on the nature of second language acquisition. The roles of such variables as age, affective factors and social factors are considered in order to account for relative success in the learning of English as a second language by children and older learners. Particular attention will be paid to the acquisition of English by Chinese speakers in Hong Kong.

LED3730

Language Processing for English Language Teaching

This course focuses on the psychological processes involved in the comprehension and production of language. Lexical, syntactic and discourse processing are covered. This course provides background to studies on the teaching of listening, speaking, reading and writing skills. Prerequisite: LED3720.

## LED4510

## Methods of Chinese Language Teaching II

This course aims at improving students' knowledge and understanding of language teaching theories, classroom teaching, language curriculum design, teaching strategies and evaluation. It also focuses on: 1) the teaching of appreciation in Chinese literature; 2) the teaching of classical works in Chinese; 3) the implementation of moral education through language teaching; 4) the guidance and supervision of extensive reading; 5) evaluation and assessment of Chinese language proficiency; and 6) the production of teaching aids and the preparation of lesson plans and teaching plans. Prerequisite: LED3510.

## LED4520

## Materials and Curriculum Design in Chinese Teaching

2 U; 2 Lect.

This course aims at helping students grasp the principles and methods of selection and design of Chinese teaching materials. Topics to be discussed consist of: 1) theories and principles pertaining to the Target-Oriented Curriculum; 2) the selection and design of principal and supplementary teaching materials; 3) activities for language teaching and learning; 4) reading aloud and dictation in language teaching, and the principles of selecting materials and their applications; and 5) the design and evaluation of school-based curriculum projects.

## LED4610

## Methods of Teaching Putonghua as a Subject

The course aims at helping learners acquire the theories and methodology of teaching Putonghua as a subject in schools, and explore the principle of curriculum and instructional materials development; testing of Putonghua proficiency; using Putonghua as a medium of instruction by Putonghua teachers, etc. Learners must pass a Putonghua proficiency test before taking the course. Prerequisites: LED2520 and 3520.

## LED4620

## Literature and Language Education

Topics covered in this course include: the meaning of literature and language; a comparative analysis of literature curriculum and language curriculum; elements and functions of literature; objectives of literature learning and instruction; materials and methodologies for literature teaching; aims, scope and objectives of language instruction; materials and methodologies for language teaching; and a review of language and literature education in Hong Kong.

## LED4630

## Oral Skills of Chinese Language Teachers

This course aims at helping learners improve their oral skills. Emphasis will be placed on: 1) language development and cognitive development and their relationship; 2) the difference between spoken and written language; 3) the Cantonese phonetic system; 4) common articulation errors in Cantonese and ways for improvement; 5) the effect of the teacher's oral proficiency on students' language ability; 6) skills for the purposes of explanation, reading aloud, narrating and describing, questioning, and elaboration; 7) the complementary use of body language and spoken language; and 8) the appropriate use of voice and its protection.

## LED4640

## Language Policy and Language Education

The aim of this course is to introduce the language policy in Hong Kong, factors affecting the development of language proficiency, the development of language proficiency of Hong Kong students, the role of language in school education, the language policy in schools, the implementation of language measurement, evaluation, remedial work and language enhancement programmes in schools.

LED4710

Spoken and Written Discourse

This course looks at contemporary spoken and written English in terms of how sentences form “texts”. With regard to spoken discourse, considerable attention is paid to the analysis of classroom discourse - between teachers and students. In written discourse, patterns in text are examined, as are cohesion and coherence. The course consists of a mix of lectures and workshop-style sessions where spoken and written text are analysed.

LED4810

Teaching the Pronunciation of English

This course covers the sound system of English, principles of phonetics and phonemics, and an introduction of phonology. Students practise using this knowledge to teach aural/oral skills. Communicative methods, curricula, and materials for the teaching of English pronunciation to Chinese speakers in the Hong Kong school system are reviewed.

LED4820

English Language Teaching Techniques I: Listening and Speaking

This course covers the methods, curricula, and materials that are appropriate for improving English listening and speaking skills of Chinese speakers in Hong Kong schools. It will include opportunities for observation of live or videotaped classes and peer teaching. Prerequisites: LED4710 and 4810.

LED4830

English Language Teaching Techniques II: Reading and Writing

This course examines the theoretical basis for current practice in the teaching of reading and writing, with particular attention to the Hong Kong context. Students become familiar with the concerns and practices of those investigating the development of reading and writing in second language learners, and become aware of how this is related to teaching materials and activities. The course will include opportunities for observation of live or videotaped classes and peer teaching. Prerequisite: LED4710.

LED4840

Language Assessment and Evaluation

This course presents the basic principles of language assessment and current practices. Topics covered include the nature of measurement; reliability; validity; construction of teacher-made English as an additional language tests; achievement; language attitude, proficiency, and other types of measures; marks and grading systems; and the portfolio approach to assessment.

LED4850

Studying Second Language Learners and Classrooms

This course provides an introduction to classroom-based research, with a view to sensitizing students to the complexity of language learning in the classroom, and equipping them with the skills of collecting and analysing language teaching and learning data. Major research methods in language teaching, in particular action research, are covered. Students will develop a research proposal during the course and collect data during their teaching practice.

LED4860

English Language Teaching Project Report

In the final teaching practice, students are required to undertake the research project that they proposed in LED4850. They must complete the project and submit a detailed report. Prerequisite: LED4850.

**LED4910****Sociolinguistics for English Language Teaching**

This course focuses on the study of language variation, and its social, political, and cultural significance. Students evaluate current theory and research in sociolinguistics, and conduct small research projects of their own. Topics include language attitudes, language identity, and language power. Prerequisite: LED3720.

**LED4920****English Language Teaching Curriculum Theory and Design**

The course is designed to develop an appreciation of the central and emergent ideas in curriculum theory as it relates to English language teaching. Students examine the characteristics and assumptions of various types of language syllabuses. The course also critically reviews the processes of syllabus construction (e.g., needs analysis, content selection, sub-division, grading and sequencing) as well as curriculum implementation, management, and evaluation. Case studies of curricular problems in Hong Kong are analysed.

**LED4930****English Literature for English Language Teaching**

This course aims to provide students with a general background in classic and contemporary literary texts so that they can read and appreciate English literature, and enhance their proficiency in English.

**LED4940****Computer-Assisted Language Learning**

This course provides an overview of the uses of CALL in schools. Topics include English language teaching software evaluation, interactive instructional technologies, multimedia, the Internet in English language teaching, and English language teaching curriculum applications. The major emphasis is on determining the needs/applications of computers in English language teaching in Hong Kong schools. Participants in the course are provided with hands-on experience in using and evaluating English language teaching software.

**LED4950****English Across the Curriculum**

This course aims at promoting students' awareness of the relationships between language and education. The role of language in learning and the effects of the school language policy, teacher's and learner's language on learning will be examined. Practical ways in which schools and teachers across the disciplines can promote English language development and acquisition of knowledge are also discussed.

**LED4960****Teaching English Through Literature**

This course examines methods through which literature can be used to enhance students' English language skills within a communicative language teaching orientation. Here literature is seen as a means to improve English language proficiency, rather than as an end in itself. Prerequisite: LED4930.

**LED4970****Enrichment Activities for English Language Teaching**

This course introduces a range of language activities that supplement the coursebook and the formal curriculum. Such activities help to enliven the learning experience, provide exposure to authentic language, and create opportunities for communicative language use. Example sources are the mass media, songs and rhymes, communication games, and leisure reading materials. Extra-curricular activities that provide enjoyable learning experiences include drama, debating, publishing, choral speaking, etc.





# Physical Education and Sports Science

## Course List

<i>Code</i>	<i>Course Title</i>	<i>Unit</i>
<i>Theoretical Foundation Courses</i>		
SPE2301	Personal Health and Fitness Programme Design	3
SPE2520	Functional Human Anatomy in Sports and Physical Education	3
SPE2540	Introduction to Exercise Physiology	3
SPE2610	Introduction to Sports Biomechanics	3
SPE2710	Sociology of Physical Education and Sport	3
SPE3820	Sport and Exercise Psychology: Theories and Applications	3
SPE3920	Growth, Development and Physical Activity	3
SPE4570	Health and Physical Education	3
<i>Educational Foundation Courses</i>		
SPE2600	Basic Statistics, Computing and Measurement for Physical Education	3
SPE2720	Foundations of Physical Education and Sport	3
SPE2810	Psychomotor Learning	3
SPE3410	Curriculum Planning for Physical Education	3
SPE3430	Administration in Physical Education and Sport	3
SPE3440	Pedagogy of Secondary Physical Education	3
SPE3450	Pedagogy of Primary Physical Education	3
<i>Advanced Theoretical Courses</i>		
SPE3550	Physiology of Human Performance	3
SPE3630	Introduction to Research Methods	3
SPE3720	Sociology of Sport and Leisure	3
SPE3910	Adapted Physical Education	3
SPE4560	Physical Fitness Appraisal and Exercise Prescription	3
SPE4640	Human Kinematics and Kinetics	3
SPE4740	Sociology of Sport: Stratification, Social Theory and Deviance	3
SPE4830	Psycho-social Aspects of Sport and Exercise Psychology	3
SPE4900	Independent Project	3
<i>Professional Courses</i>		
SPE2011	Teaching Basketball: Theory and Practice	1
SPE2021	Teaching Volleyball: Theory and Practice	1
SPE2031	Teaching Soccer: Theory and Practice	1
SPE2041	Teaching Handball: Theory and Practice	1
SPE2051	Teaching Badminton: Theory and Practice	1
SPE2052	Teaching Tennis: Theory and Practice	1
SPE2053	Teaching Squash: Theory and Practice	1
SPE2061	Teaching Table Tennis: Theory and Practice	1
SPE2111	Teaching Swimming I: Theory and Practice	1
SPE2112	Teaching Swimming II: Theory and Practice	1
SPE2122	Principles of Training for Health and Performance: Theory and Practice	1

SPE2131	Teaching Track and Field: Theory and Practice	1
SPE2211	Teaching Gymnastics: Theory and Practice	1
SPE3223	Teaching Dances: Theory and Practice	1
SPE3330	Teaching Alternative Sports: Theory and Practice	1

### *Teaching Practice*

SPE2200	Teaching Practice I	2
SPE3200	Teaching Practice II	2
SPE4200	Teaching Practice III	5

## **Course Description**

(All courses except Teaching Practice are available to non-Physical Education and Sports Science Majors or Minors.)

### *Theoretical Foundation Courses*

#### SPE2301

Personal Health and Fitness Programme Design

3 U; 1 Lect. 1 Tut. 1 Lab.

This course is designed to introduce basic knowledge in the relationship between exercise and personal health, and to encourage the adoption of healthy lifestyle habits. Practical knowledge including principles in developing and evaluating a health based exercise programme will be the focus. Health related topics such as weight management, nutrition, muscular function, etc. will be discussed. Class format will be mainly mini-lectures and active exercise participation. Students will be required to develop personal muscular training programme and aerobic exercise training programme. This course will also enable students to pursue a "Personal Health and Fitness Proficiency Certificate". (Not for students who have taken UGD262S. Physical Education and Sports Science Majors cannot take this course to fulfill the General Education requirements or general elective requirements.)

#### SPE2520

Functional Human Anatomy in Sports and Physical Education

3 U; 2 Lect. 1 Lab.

This course is designed to introduce structures of human body related to sports science and physical education. Emphases will be put on muscular and skeletal systems frequently encountered in the teaching and coaching of sports and physical education, other related topics such as cardiovascular system, respiratory system, digestive system, etc., may also be discussed. An understanding of the basic human structure, as well as the interrelationships among various systems are essential for effective teaching and training in sports and physical education. Discussion on the impact of exercise on human structure will also be included so as to enhance students' appreciation on the values of exercise.

#### SPE2540

Introduction to Exercise Physiology

3 U; 2 Lect. 1 Lab.

This course is designed to examine the basic concepts of energy metabolism, nutrition, physiological responses to exercise and training. Emphasis will be placed on the application of such knowledge upon teaching physical education and upon the improvement of physical performance. Laboratory classes will enable students to learn basic techniques in exercise physiology. Prerequisite: SPE2520.

SPE2610

Introduction to Sports Biomechanics

3 U; 3 Lect./Lab.

To develop the students' understanding of the fundamental mechanical concepts and principles which govern human movement and the effect of forces which act on the human body when moving on land, in water or in the air. To develop a theoretical framework for the observation and analysis of movement which will enable them to apply the principles in a teaching/coaching situation. Prerequisite: SPE2520.

SPE2710

Sociology of Physical Education and Sport

3 U; 3 Lect.

To introduce students to the sociological method of enquiry, its key ideas, concepts and perspectives and its application to the study of the relationships between sport, leisure, culture and society.

SPE3820

Sport and Exercise Psychology: Theories and Applications

3 U; 3 Lect./Lab.

This course is designed to cover a wide range of topics pertaining to motivation and subsequent performance in sport; to provide students with an understanding of some major theories derived from general psychology as a basis for examining their validity within the context of sport. Hands-on application of various psychological tools will be emphasized.

SPE3920

Growth, Development and Physical Activity

3 U; 3 Lect.

The aim of this course is to introduce the principles of growth and development of children. The course will place particular emphasis on the relationship of physical activity to biological, psychological and social factors affecting human growth and development from birth to adolescence.

SPE4570

Health and Physical Education

3 U; 3 Lect.

This course is designed to examine the role of physical education and exercise in promoting health, fitness and personal development. Students should understand health behaviour's relationships with the communities' health, fitness, sport, recreation and physical education delivery system. Knowledge of being an effective agent of change relating to health risk and lifestyle behaviour will be emphasized.

*Educational Foundation Courses*

SPE2600

Basic Statistics, Computing and Measurement for Physical Education

3 U; 3 Lect./Lab.

To develop an introductory level of statistical competence and computing for a general understanding of the contribution of measurement and data analysis techniques used in sports science and physical education.

SPE2720

Foundations of Physical Education and Sport

3 U; 3 Lect.

The aim of this course is to give students an overall introduction into the academic discipline of physical education and sport, as well as the options available in the profession. Historical and philosophical development of physical education and sport will be discussed, which will lead into the examination of current issues and trends. This course will give the necessary information that prepares students to contemplate their academic and career planning.

SPE2810

Psychomotor Learning

3 U; 3 Lect./Lab.

This course is designed to provide students with the knowledge and understanding of the theories and models underlying the acquisition of motor skills.

SPE3410

Curriculum Planning for Physical Education

3 U; 3 Lect.

This course is designed to introduce students to traditional and innovative curriculum theories and concepts. An examination of various curriculum models with particular reference to physical education. The course will equip students with the knowledge to plan and implement a physical education curriculum in school.

SPE3430

Administration in Physical Education and Sport

3 U; 3 Lect.

This course is designed to provide students with the knowledge and understanding of the principles and methods used in the administration of physical education and sport in Hong Kong. Emphasis is placed on the administration of the basic physical education programme in schools.

SPE3440

Pedagogy of Secondary Physical Education

3 U; 2 Lect. 1 Lab.

This course is designed to introduce the pre-service teacher to essential components of a quality physical education curriculum that is suitable for secondary school students. An emphasis will be placed on the selection of age-appropriate learning experiences, teaching styles and methods of evaluation that will enrich the cognitive, affective and psychomotor development. After taking this course, pre-service teachers will be able to maintain an effective learning environment based on current practices related to effective planning, management and communication.

SPE3450

Pedagogy of Primary Physical Education

3 U; 2 Lect. 1 Lab.

The purpose of this course is to prepare pre-service teachers to teach effective physical education lessons in the primary school. The course will focus on selection of activities, teaching style and evaluation methods of learning experiences that take into consideration the age and developmental stage of the students. Pre-service teachers taking this course will be expected to identify student needs and select suitable learning experiences to enrich and improve their cognitive, affective and psycho-motor development.

*Advanced Theoretical Courses*

SPE3550

Physiology of Human Performance

3 U; 2 Lect. 2 Lab.

To study the physiological demands of different sports; and the genetic, physiological and environmental factors that may determine and/or affect selection of athletes for a particular sports event, specificity of athletic training and human performance. Prerequisite: SPE2540.

SPE3630

Introduction to Research Methods

3 U; 3 Lect.

This course is designed to give students the knowledge and understanding of the principles and practices of acquiring knowledge and solving problems through research and the application of research methods in sports science and physical education. Prerequisite: SPE2600.

SPE3720

Sociology of Sport and Leisure

3 U; 3 Lect.

This course is designed to examine a number of key areas in the sociology of sport. A range of sociological perspectives are utilized in which students critically consider sport and commercialization, sport and the media, the state and politics, and sport. These areas are chosen to highlight the role, function and meaning which sport plays in culture and society.

SPE3910

Adapted Physical Education

3 U; 3 Lect. 1 Field

The purpose of this course is to enable students to understand the philosophical framework and practical models of physical education for people with disabilities. Designing and applying a variety of activities and environmental adaptation strategies for physically disadvantaged people will be emphasized.

SPE4560

Physical Fitness Appraisal and Exercise Prescription

3 U; 2 Lect. 2 Lab.

To learn the health related values and benefits of exercise in the paediatric, aging, disabled, diabetic, heart diseased and pulmonary diseased populations; and the planning and implementation of exercise programmes. Prerequisite: SPE2540.

SPE4640

Human Kinematics and Kinetics

3 U; 3 Lect.

The objective of this course is to provide students with the knowledge and understanding of the kinematics and kinetics aspects of human movement and the ability of applying the knowledge into their teaching, coaching and research work. Four topics are emphasized: 1) biomechanical modelling of the human body; 2) principles and concepts of observing and analyzing the human performance; 3) biomechanical principles of optimal techniques in selected sports and movements; and 4) instrumentation and measurement in the human movement biomechanics. Prerequisite: SPE2610.

SPE4740

Sociology of Sport: Stratification, Social Theory and Deviance

3 U; 3 Lect.

This course examines in a more advanced form, the relationship of sport, culture and society. A range of sociological perspectives are utilized and critically assessed in order to examine their adequacy in relation to stratification and the nature, and extent of deviance and sport. Prerequisite: SPE2710.

SPE4830

Psycho-social Aspects of Sport and Exercise Psychology

3 U; 3 Lect.

The purpose of this course is to enable students to understand the psycho-social aspects of sport and exercise psychology; which would promote the ability to anticipate, predict and handle issues stem from sociological origins but exhibited in the psyche of sport and exercise participants. Prerequisite: SPE3820.

SPE4900

Independent Project

3 U

With the permission of the instructor, a student may pursue a special reading course to produce a literature review or conduct a research project in consultation with and under the supervision of the instructor. Prerequisite: SPE3630.

*Professional Courses*

SPE2011

Teaching Basketball: Theory and Practice

1 U; 2 Prac.

This course is designed to enable students to introduce and develop basketball in primary and secondary schools. They will develop the knowledge and understanding of the teaching of the fundamental individual and group skills and improve personal performance.

SPE2021

Teaching Volleyball: Theory and Practice

1 U; 2 Prac.

This course is designed to enable students to introduce and develop volleyball in secondary schools. They will develop the knowledge and understanding of the teaching of the fundamental individual and group skills and improve personal performance. They will experience competition and develop officiating skills sufficient to teach and coach volleyball at a foundation level.

SPE2031

Teaching Soccer: Theory and Practice

1 U; 2 Prac.

The course is designed to develop students' fundamental skills of soccer, and equip them with the knowledge to teach soccer in primary and secondary schools. Upon the completion of the course, students should be able to demonstrate the basic skills and knowledge of soccer.

SPE2041

Teaching Handball: Theory and Practice

1 U; 2 Prac.

The course is designed to develop students' fundamental skills of handball, and equip them with the knowledge to teach handball in primary and secondary schools. Upon the completion of the course, students should be able to demonstrate the basic skills and knowledge of handball.

SPE2051

Teaching Badminton: Theory and Practice

1 U; 2 Prac.

The course is designed to develop students' fundamental skills of badminton, and equip them with the knowledge to teach badminton in primary and secondary schools. Upon the completion of the course, students should be able to demonstrate the basic skills and knowledge of badminton.

SPE2052

Teaching Tennis: Theory and Practice

1 U; 2 Prac.

The course is designed to develop students' fundamental skills of tennis, and equip them with the knowledge to teach tennis in primary and secondary schools. Upon the completion of the course, students should be able to demonstrate the basic skills and knowledge of tennis.

SPE2053

Teaching Squash: Theory and Practice

1 U; 2 Prac.

To enable students to develop their skills and knowledge in squash. Upon the completion of the course, students should be able to: 1) be aware of the safety of the games; 2) demonstrate the knowledge of basic skills, tactics, rules and regulations; 3) present appropriate teaching strategies; and 4) perform the basic skills of squash.

SPE2061

Teaching Table Tennis: Theory and Practice

1 U; 2 Prac.

The course is designed to develop students' fundamental skills of table tennis, and equip them with the knowledge to teach table tennis in primary and secondary schools. Upon the completion of the course, students should be able to demonstrate the basic skills and knowledge of table tennis.

SPE2111

Teaching Swimming I: Theory and Practice

1 U; 2 Prac.

To enable students to teach water-confidence and the basic swimming strokes — breast stroke and front crawl. The course will also enable students to develop their personal skills in the above strokes, survival swimming and the basic life-saving skills.

SPE2112

Teaching Swimming II: Theory and Practice

1 U; 2 Prac.

To enable students to teach the basic swimming strokes — back stroke and butterfly stroke. The course will also enable students to develop their personal skills in the above strokes and the basic swimming pool life-saving skills. Prerequisite: SPE2111.

SPE2122

Principles of Training for Health and Performance: Theory and Practice

1 U; 2 Prac.

This course considers the principles and modern theories related to the understanding of health-related fitness and training methods using an integrated approach. Emphasis will be placed on the understanding of the components of fitness and health-related exercise and training regimes together with health-related exercise behaviour, and the planning and implementation of appropriate fitness programmes.

SPE2131

Teaching Track and Field: Theory and Practice

1 U; 2 Prac.

This course is designed to enable students to teach track and field events at school as well as assist in the basic coaching. Activity, analysis and observation will be among the main emphases in teaching these events.

SPE2211

Teaching Gymnastics: Theory and Practice

1 U; 2 Prac.

This course is designed to prepare students to teach gymnastics in schools so they can demonstrate the basic gymnastic skills, ensure safe methods and practices, and develop an appreciation for the aesthetic and technical performance.

SPE3223

Teaching Dances: Theory and Practice

1 U; 2 Prac.

This course presents the techniques and theoretical of dances such as folk dance, aerobic dance and creative dance. It also provides methods and guidelines to conduct a dance class and organize a dance club in school.

SPE3330

Teaching Alternative Sports: Theory and Practice

1 U; 2 Prac.

This course is designed to introduce students to alternative sports such as, golf, orienteering, rock climbing, sailing, windsurfing and canoeing. Upon the completion of the course, students should be able to: 1) demonstrate correct skills and leadership in the alternative sports; 2) teach the specific skills of the alternative sports; 3) demonstrate knowledge of the theoretical aspects; and 4) develop interest in coaching and officiating of sport.

*Teaching Practice*

SPE2200, 3200, 4200

Teaching Practice I, II, III

2 U, 2 U, 5 U

Major students are required to take 9 units of Teaching Practice. These units are spread over the four years of study when students are placed in a variety of schools to observe them in operation and become acquainted with the organization, planning, administration, routine and discipline of each school. They will progressively be involved in teaching groups of children until they can be responsible for whole-class teaching in physical education. As a required course, students must attain a pass in Teaching Practice in order to graduate. (For Physical Education and Sports Science Majors only.)

## Study Scheme

### 1. Major Programme

Students are required to complete a minimum of 92 units of courses as follows:

#### Physical Education and Sports Science Courses

(i)	Required Courses:	74 units
	(a) Theoretical Foundation Courses: SPE2520, 2540, 2610, 2710, 3820, 3920, 4570	21 units
	(b) Educational Foundation Courses: SPE2600, 2720, 2810, 3410, 3430, 3440, 3450	21 units
	(c) Professional Courses: SPE2011, 2021, 2031, 2041, 2051, 2061, 2111, 2112, 2122, 2131, 2211, 3223, 3330	13 units
	(d) Teaching Practice Courses: SPE2200, 3200, 4200	9 units
(ii)	Elective Courses:	
	(a) Professional Courses: A minimum of one course from the following: SPE2052, 2053	1 unit
	(b) Advanced Theoretical Courses: A minimum of three courses from the following: SPE3550, 3630, 3720, 3910, 4560, 4640, 4740, 4830, 4900	9 units

#### Educational Studies 18 units

Students are required to complete a minimum of 18 units of courses as follows, with a minimum of three from each area:

Area I:	Curriculum and Instruction EDU2110, 3110, 3130*, 3140, 4110, 4130 [4120]	6 units
Area II:	Educational Administration and Policy EDU2210, 2220, 2230, 3240, 3260 [3250], 3270, 4210	6 units
Area III:	Educational Psychology EDU2310, 3310, 3320, 4310, 4320, 4330, 4340, 4350	6 units

Total: 92 units

- Notes: 1. S7 Entrants are required to complete at least 123 units for graduation, including:
- 92 units of Major Courses;
  - 15 units of General Education Courses;
  - 6-9 units of Faculty Language Requirement Courses; and
  - 7-10 units of elective courses from any disciplines.

\* Course offered in 2006-07 and before.

[ ] Old course codes used in 2006-07 and before.





