



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

Higher Diploma in Electrical Engineering

Full-time

Programme Code: 41373

DEFINITIVE PROGRAMME DOCUMENT



Department of
Electrical Engineering

機工程學系

2016/2017 Higher Diploma in Electrical Engineering (41373)

HD in Electrical Engineering
2016 – 2017

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Department of
Electrical Engineering
機工程學系

HIGHER DIPLOMA IN ELECTRICAL ENGINEERING 2016-17

| <u>CONTENTS</u> | <u>PAGE</u> |
|---|--------------------|
| (A) Introduction | |
| A1 Preamble | 1 |
| A2 General Information | 1 |
| A3 Curriculum | 3 |
| A4 Progression Pattern | 8 |
| (B) Philosophy and Objectives | |
| B1 Programme Philosophy | 13 |
| B2 Programme Objectives | 13 |
| B3 Programme Outcomes | 14 |
| B4 Subjects Support to Programme Outcomes | 17 |
| (C) Educational and Assessment Methodologies | |
| C1 Teaching and Learning | 18 |
| C2 Industrial Centre (IC) Training | 20 |
| C3 Electronic Student Feedback Questionnaire (eSFQ) | 21 |
| (D) Admission, Registration and Assessment | |
| D1 Admission/Registration | 22 |
| D2 Concurrent Enrolment | 22 |
| D3 Subject Registration and Withdrawal | 22 |
| D4 Study Load | 23 |
| D5 Subject Exemption | 24 |

| | | |
|-----|--|----|
| D6 | Credit Transfer | 24 |
| D7 | Deferment of Study | 24 |
| D8 | General Assessment Regulations | 25 |
| D9 | Principles of Assessment | 25 |
| D10 | Assessment Methods | 26 |
| D11 | Progression/Academic Probation/Deregistration | 26 |
| D12 | Retaking of Subjects | 27 |
| D13 | Absence from an Assessment Component | 28 |
| D14 | Aegrotat Award | 28 |
| D15 | Grading | 29 |
| D16 | Different Types of GPA | 32 |
| D17 | Compulsory Graduation | 34 |
| D18 | Guidelines for Award Classification | 34 |
| D19 | Classification of Awards | 34 |
| D20 | Examination Result Announcements, Transcripts, Testimonial and References | 35 |
| D21 | Recording of Disciplinary Actions in Students' Records | 36 |

Appendix I Subject Description Forms

"This Definitive Programme Document is subject to review and changes which the programme offering Department can decide to make from time to time. Students will be informed of the changes as and when appropriate."

PART A : INTRODUCTION

A 1 Preamble

A 1.1 PROGRAMME AIMS

The programme aims to provide the students with a sound education in electrical engineering. The programme is designed to produce engineering technologists/technicians who will be able to practice electrical engineering with competence in Hong Kong, China and the neighboring regions. The programme emphasizes on foundation level knowledge and its applications, practical skills, problem-solving ability, and team-work spirit.

This two years Higher Diploma (HD) programme aligns its intake with the graduates coming from the New Senior Secondary Curriculum (NSS). It also paves the way for graduates to further study for a professional qualification. Graduates will be able to obtain up to two years of exemption from study of a four-year Honors degree programme of a similar discipline.

A 2 General Information

A 2.1 PROGRAMME CODE AND TITLE

41373 - Higher Diploma in Electrical Engineering

A 2.2 DURATION AND MODE OF ATTENDANCE

Normally 2 years Full-time. The maximum period of registration is 4 years.

A 2.3 FINAL AWARD

Higher Diploma in Electrical Engineering

A 2.4 IMPLEMENTATION DATE

Since September 2012

A 2.5 MINIMUM ENTRANCE REQUIREMENTS

For those applying on the basis of HKDSE, the candidate should satisfy the University's General Entrance Requirements of 5 HKDSE subjects at Level 2 including English Language and Chinese Language. There is no compulsory subject requirement. Preferred elective subjects for the programme include:

- Mathematics;
- Extended modules of Mathematics;
- Information & Communication Technology;
- Physics, Biology, Chemistry, and Combined Science.

For those applying on the basis of HKALE, the subject requirements are:

- HKALE Grade E or above in 1 of the following subjects: Physics; Engineering Science; Pure Mathematics; Applied Mathematics; Chemistry and Computer Studies; OR
- HKALE (AS-Level) Grade E or above in 2 of the following subjects: Physics; Design & Technology; Mathematics & Statistics; Applied Mathematics; Chemistry; Computer Applications and Electronics;

PLUS

- Satisfying the English Language requirement.

For those applying on the basis of a relevant local qualification, the specified qualifications are:

- Diploma in Electrical Engineering or equivalent; OR
- Higher Certificate in Electrical Engineering or equivalent.

A 3 Curriculum

A 3.1 SUBJECT CODE STRUCTURE

The time-tabled student hours for each subject and the type of activity (lecture [Lt], tutorial [Tu] and laboratory [Lab]) are given in the Table A3.1, A3.2 and A3.3. The abbreviations used in these tables are:

| | | | |
|-----|-----------------------------|-----|------------------------|
| AMA | Applied Mathematics | AP | Applied Physics |
| CBS | Chinese & Bilingual Studies | EE | Electrical Engineering |
| ELC | English Language Centre | ENG | Engineering Faculty |
| IC | Industrial Centre | | |

Subjects are referenced by a Departmental prefix (e.g. EE corresponds to Electrical Engineering) followed by a reference number. Each subject is also categorised as non-deferrable (Non-Def) or deferrable (Def). In the reference numbers, the first digit (i.e. 1, 2, 3 or 4) indicates the level of the subject.

'Non-def' are those subjects which form the backbone of the vertical integration must be taken by every student in the prescribed semester, unless prevented from doing so due to non-compliance with prerequisites.

'Def' are those subjects which must be satisfactorily completed before the student becomes eligible for an award but the timing of the subject is determined by the student. Tables in Section A4 show the times (semester) in which these subjects are recommended to be taken if the programmes are to be completed in the minimum time.

A 3.2 GRADUATION REQUIREMENTS

To be eligible for a Higher Diploma award under the 2-year full-time Higher Diploma curriculum, a student must:

- (i) Complete successfully a minimum of 63 credits*.
- (ii) Earn a cumulative GPA of 2.00 or above at graduation.
- (iii) Satisfy 15 credits of HDGUR requirements which are distributed as follows:

| | |
|--|-----------|
| (a) HD Language and Communication Requirements (HDLCR) [9 credits: 6 credits in English and 3 credits in Chinese] | 9 credits |
| (b) Cluster Areas Requirement (CAR) [6 credits: 3 credits should be in subjects designated as "China-related"] | 6 credits |
| <i>Total = 15 credits</i> | |

- (iii) Satisfy the residential requirement for at least 1/3 of the credits normally required for the award.
- (iv) Satisfy any other requirements as specified in the Definitive Programme Document.

* This minimum depends on students' HKALE/HKDSE result.

| Level 0 and 1 | | Curriculum | | | | | Assessment Method | |
|---------------------------------|---|---------------------|---------------|-----|---------|------------------------------|---------------------------------|---------------------------------|
| | | Teaching Department | Contact Hours | | Credits | GPA Weight (W _i) | | |
| Subject Code | Subject Title | | Lt/Tu | Lab | | | Continuous Assessment | Exam |
| | <u>Non Def Subjects</u> | | | | | | | |
| AMA1110 | Basic Mathematics I – Calculus and Probability & Statistics | AMA | 39 | - | 3 | 0.2 | 40% | 60% |
| AMA1120 | Basic Mathematics II – Calculus and Linear Algebra | AMA | 39 | - | 3 | 0.2 | 40% | 60% |
| AP10001 | Introduction to Physics® | AP | 39 | - | 3 | 0.2 | 40% | 60% |
| AP10008 | University Physics I | AP | 39 | - | 3 | 0.2 | 40% | 60% |
| AP10009 | University Physics II | AP | 39 | - | 3 | 0.2 | 40% | 60% |
| CBS1101P | Fundamentals of Chinese Communication* | CBS | 39 | - | 3 | 0.2 | 70% | 30% |
| CBS1102P | Advanced Communication Skills in Chinese* | CBS | 39 | - | 3 | 0.2 | 70% | 30% |
| CBS1103P | Fundamentals of Chinese Communication for Higher Diploma Students* | CBS | 39 | - | 3 | 0.2 | 70% | 30% |
| ELC1007 | University English for Higher Diploma Students I* | ELC | 39 | - | 3 | 0.2 | 100% | - |
| ELC1008 | University English for Higher Diploma Students II* | ELC | 39 | - | 3 | 0.2 | 100% | - |
| ELC1011 | Practical English for University Studies* | ELC | 39 | - | 3 | 0.2 | 100% | - |
| ELC1013 | English for University Studies* | ELC | 39 | - | 3 | 0.2 | 100% | - |
| ELC1014 | Advanced English for University Studies* | ELC | 39 | - | 3 | 0.2 | 100% | - |
| | <u>Def Subjects</u> | | | | | | | |
| Depending on the subjects taken | Cluster Areas Requirement (CAR) subjects (subjects taken must conform to the University's Cluster Area Requirements specified in Section A 3.3) | Various departments | 39 | - | 3 | 0.2 | depending on the subjects taken | depending on the subjects taken |

Table A3.1

@ For students who have not attained Level 2 in HKDSE Physics or Combined Science (with a component in Physics)

* Students will take these subjects based on their HKDSE Chinese Language/English Language results

| Level 2 | | Curriculum | | | | | Assessment Method | |
|---------------------------------|---|---------------------|--|-----|--------------------|------------------------------|---------------------------------|---------------------------------|
| | | Teaching Department | Contact Hours | | Credits | GPA Weight (W _i) | | |
| Subject Code | Subject Title | | Lt/Tu | Lab | | | Continuous Assessment | Exam |
| | <u>Non Def Subjects</u> | | | | | | | |
| AMA2111 | Mathematics I | AMA | 39 | - | 3 | 0.2 | 40% | 60% |
| AMA2112 | Mathematics II | AMA | 39 | - | 3 | 0.2 | 40% | 60% |
| EE2002C | Circuit Analysis | EE | 30 | 9 | 3 | 0.2 | 40% | 60% |
| EE2003C | Electronics | EE | 30 | 9 | 3 | 0.2 | 40% | 60% |
| EE2004C | Electrical Energy Systems Fundamentals | EE | 36 | 3 | 3 | 0.2 | 40% | 60% |
| EE2007C | Computer Systems Fundamentals | EE | 30 | 9 | 3 | 0.2 | 40% | 60% |
| EE2009C | Group Project | EE | - | - | 6 | 0.2 | 100% | - |
| ELC2011 | Advanced English Reading and Writing Skills* | ELC | 39 | - | 3 | 0.2 | 100% | - |
| ELC2012 | Persuasive Communication* | ELC | 39 | - | 3 | 0.2 | 100% | - |
| ELC2013 | English in Literature and Film* | ELC | 39 | - | 3 | 0.2 | 100% | - |
| | <u>Def Subjects</u> | | | | | | | |
| ENG2002 | Computer Programming | ENG | 39 | - | 3 | 0.2 | 70% | 30% |
| Depending on the subjects taken | Cluster Areas Requirement (CAR) subjects (subjects taken must conform to the University's Cluster Area Requirements specified in Section A 3.3) | Various departments | 39 | - | 3 | 0.2 | depending on the subjects taken | depending on the subjects taken |
| | <u>IC Training</u> | | | | | | | |
| IC2105 | Engineering Communication and Fundamentals | IC | 120 hours throughout the year 120 hours in Summer | | 4 Training Credits | - | 100% Assessed and graded | - |
| IC2112 | IC Training I (EE) | IC | | | 4 Training Credits | - | 100% Assessed and graded | - |

Table A3.2

* Students will take these subjects based on their HKDSE Chinese Language/English Language results

| Level 3 | | Curriculum | | | | | Assessment Method | |
|--------------|-------------------------------------|---------------------|---------------|-----|---------|------------------------------|-------------------|-----|
| | | Teaching Department | Contact Hours | | Credits | GPA Weight (W _i) | | |
| Subject Code | Subject Title | | Lt/ Tu | Lab | | | | |
| | <u>Def Subjects</u> | | | | | | | |
| EE3002C | Electromechanical Energy Conversion | EE | 33 | 6 | 3 | 0.3 | 40% | 60% |
| EE3003C | Power Electronics and Drives | EE | 33 | 6 | 3 | 0.3 | 40% | 60% |
| EE3009C | Electrical Services in Buildings | EE | 39 | - | 3 | 0.3 | 40% | 60% |

Table A3.3

A 3.3 CLUSTER AREA REQUIREMENTS (CAR)

To expand students' intellectual capacity beyond their disciplinary domain and to enable them to tackle professional and global issues from a multidisciplinary perspective, students are required to successfully complete two 3-credit subjects within the following four Cluster Areas:

- Human Nature, Relations and Development (HRD)
- Community, Organisation and Globalisation (COG)
- History, Culture and World Views (HCW)
- Science, Technology and Environment (STE)

A list of CAR subjects under each of the four Cluster Areas is available at:

<http://www.polyu.edu.hk/ogur/CAR-on-Offer.html>

In addition, students are required to successfully complete a 3 credit CAR subject, designated as "China-related". The purpose is to enable students to gain an increased understanding of China (e.g., its history, culture and contemporary developments, as well as emerging issues or challenges). A list of approved CAR subjects for meeting the China Studies Requirements (CSR) is available at:

<http://www.polyu.edu.hk/ogur/CAR-on-Offer.html>

A 4 Progression Pattern

Student is advised to follow the curriculum below:

Year 1 – Semester 1 (Total 15 credits plus 2 training credits)

| Subject Code | Subject | Credits | Criteria for taking different subjects based on HKALE results | Criteria for taking different subjects based on HKDSE results |
|--------------|--|---|---|---|
| AMA1110 | Basic Mathematics I – Calculus and Probability & Statistics | 3 | Nil | Nil |
| AP10008 | University Physics I | 3 | Nil | Nil |
| CAR | Cluster Area Requirement Subject (see Section A3.3) | 3 | Nil | Nil |
| EE2002C | Circuit Analysis | 3 | Nil | Nil |
| ENG2002 | Computer Programming | 3 | Nil | Nil |
| IC2105 | Engineering Communication and Fundamentals (120 hours throughout the year) | 2 training credits (total 4 training credits) | Nil | Nil |

Table A4.1

Year 1 – Semester 2 (Total 12 credits plus 2 training credits)

| Subject Code | Subject | Credits | Criteria for taking different subjects based on HKALE results | Criteria for taking different subjects based on HKDSE results |
|--------------|--|---|---|---|
| AP10009 | University Physics II | 3 | Nil | Nil |
| CBS1103P | Fundamentals of Chinese Communication for Higher Diploma Students | 3 | HKALE below Grade E | HKDSE Level 2 |
| CBS1101P | Fundamentals of Chinese Communication | | HKALE Grade D or Grade E | HKDSE Level 3 |
| CBS1102P | Advanced Communication Skills in Chinese | | HKALE Grade A/B/C | HKDSE Level 4/5 or above |
| EE2003C | Electronics | 3 | Nil | Nil |
| EE2007C | Computer Systems Fundamentals | 3 | Nil | Nil |
| IC2105 | Engineering Communication and Fundamentals (120 hours throughout the year) | 2 training credits (total 4 training credits) | Nil | Nil |

Table A4.2

Year 1 – Summer (Total 6 credits plus 4 training credits)

| Subject Code | Subject | Credits | Criteria for taking different subjects based on HKALE results | Criteria for taking different subjects based on HKDSE results |
|---------------------|---|--------------------|---|---|
| AMA1120 | Basic Mathematics II – Calculus and Linear Algebra | 3 | Nil | Nil |
| CAR (China Related) | Cluster Area Requirement - China Related Subject (see section A3.1) | 3 | Nil | Nil |
| IC2112 | IC Training I (120 hours in Summer) | 4 training credits | Nil | Nil |

Table A4.3

Year 2 – Semester 1 (Total 15 credits)

| Subject Code | Subject | Credits | Criteria for taking Additional Underpinning subjects - HKALE student | Criteria for taking Additional Underpinning subjects - HKDSE student |
|--------------|--|---------|---|--|
| AMA2111 | Mathematics I | 3 | Nil | Nil |
| EE2004C | Electrical Energy Systems Fundamentals | 3 | Nil | Nil |
| EE2009C | Group Project (½ subject) | 3 | Nil | Nil |
| EE3002C | Electromechanical Energy Conversion | 3 | Nil | Nil |
| ELC1007 | University English for Higher Diploma Students I | 3 | Below Grade E in AL English should take ELC1007 & ELC1008 | Level 2 in HKDSE English should take ELC1007 & ELC1008 |
| ELC1011 | Practical English for University Studies | | Grade E in AL English should take ELC1011 & ELC1013 | Level 3 in HKDSE English should take ELC1011 & ELC1013 |
| ELC1013 | English for University Studies | | Grade D in AL English should take ELC1013 & ELC1014 | Level 4 in HKDSE English should take ELC1013 & ELC1014 |
| ELC1014 | Advanced English for University Studies | | Grade C or above in AL English should take ELC1014 & 1 ELC elective (ELC2011/12/13) | Level 5 or above in HKDSE English should take ELC1014 & 1 ELC elective (ELC2011/12/13) |

Table A4.4

Year 2 – Semester 2 (Total 15 credits)

| Subject Code | Subject | Credits | Criteria for taking Additional Underpinning subjects - HKALE student | Criteria for taking Additional Underpinning subjects - HKDSE student |
|--|---|---------|---|--|
| AMA2112 | Mathematics II | 3 | Nil | Nil |
| EE2009C | Group Project (½ subject) | 3 | Nil | Nil |
| EE3003C | Power Electronics and Drives | 3 | Nil | Nil |
| EE3009C | Electrical Services in Buildings | 3 | Nil | Nil |
| ELC1008 | University English for Higher Diploma Students II | 3 | Below Grade E in AL English should take ELC1007 & ELC1008 | Level 2 in HKDSE English should take ELC1007 & ELC1008 |
| ELC1013 | English for University Studies | | Grade E in AL English should take ELC1011 & ELC1013 | Level 3 in HKDSE English should take ELC1011 & ELC1013 |
| ELC1014 | Advanced English for University Studies | | Grade D in AL English should take ELC1013 & ELC1014 | Level 4 in HKDSE English should take ELC1013 & ELC1014 |
| ELC2011/12/13 (either one of these subjects) | Advanced English Reading and Writing Skills/Persuasive Communication/English in Literature and Film | | Grade C or above in AL English should take ELC1014 & 1 ELC elective (ELC2011/12/13) | Level 5 or above in HKDSE English should take ELC1014 & 1 ELC elective (ELC2011/12/13) |

Table A4.5

Additional Underpinning Subjects in Physics

| Semester | Subject Code | Subject | Credits | Criteria for taking Additional Underpinning subjects - HKALE student | Criteria for taking Additional Underpinning subjects - HKDSE student |
|----------------------|--------------|-------------------------|---------|---|---|
| Year 1 Semester 1 | AP10001 | Introduction to Physics | 3 | Without a Pass in HKALE Physics or Engineering Science, or HKALE(AS-Level) Physics; <u>AND</u> without a Pass in HKCEE Physics or Engineering Science | Have not attained Level 2 or above in HKDSE Physics or Combined Science (with a component in Physics) |

Table A4.6

Total Credits Required for Graduation

The total study credits is ranging from 63 – 66 (plus 8 training credits) depending on the students' HKALE or HKDSE as students may be required to take an extra subject in Physics depending on their entry qualifications.

Part B : PHILOSOPHY AND OBJECTIVES

B 1 Programme Philosophy

The Higher Diploma (HD) programme aims to provide the necessary balance of theoretical studies and practical training to prepare students for a career as a higher technician or technician engineer in the field of electrical engineering. Graduates from the programme are expected to be able to assume technical positions to apply current technologies, make technical judgements, transfer and develop new technologies, and communicate clearly both in writing and orally at supervisory positions.

To achieve these aims, the programme is designed to consist of a balance of lectures/tutorials, laboratory work, practical training in the Industrial Centre and a group project. The curriculum includes studies in the main streams of electrical theory and is supported by mathematics, computing, electronics, mechanical engineering, English, Chinese and general studies.

HD and the Bachelor of Engineering programmes have a similar curriculum and syllabuses. This similarity of the HD programme and the Degree programme is specially adopted in the Department to facilitate teaching and student learning.

B 2 Programme Objectives

The programme objectives are as follows:

1. The programme aims to provide HD students with a sound education in electrical engineering.
2. The programme is designed to produce engineering technologist/technicians who will be able to practice electrical engineering and related disciplines.
3. The programme emphasizes on foundation level knowledge, application techniques, practical skills, problem solving ability, and team work spirit.
4. The programme also paves the way for graduates to further their studies for a higher professional qualification.

B 3 Programme Outcomes

To achieve the aims of producing higher technicians, the programme is designed to consist of a balance of lectures/tutorials, practical laboratory work, practical workshop training in the Industrial Centre and project. The curriculum includes studies in the mainstreams of electrical engineering supported by mathematics, computing, electronics, English, Chinese and general studies.

The approach will highlight the importance of practical application of electrical theory, with more emphasis being placed on applications. The workshop training and the laboratory training work will be an important part of the curriculum and reference is regularly made whenever possible to supplement the theoretical teaching in classrooms.

The University aspires to develop all its students as all-round graduates with professional competence, and has identified a set of highly valued graduate attributes as the learning goals for students. While many of these graduate attributes can be developed through the curricular activities of this programme, some (including interest in local and international affairs, interpersonal skills, sense of social and national responsibility, cultural appreciation, biliteracy and trilingualism, and entrepreneurship) will be primarily addressed through co-curricular activities offered by faculties, departments, and various teaching and learning support units of the University. Students are encouraged to make full use of such opportunities to develop these attributes.

Following the University's aim of producing all-rounded graduates with professional competence, the programme aims to develop students in the four main areas – to be a/an (i) competent professional, (ii) creative problem solver, (iii) effective communicator, and (iv) educated global citizen. Detail explanation of these areas is listed in Table B3.1

| Competent Professionals - A1, A2, A3, & A4 | |
|---|--|
| A1 Professional Competence | Have a solid technical education in electrical engineering based on the understanding of its fundamentals and its current applications. Possess broad engineering knowledge to enable the graduates to adapt, to change, and to satisfy likely career diversions |
| A2 Practical Skills | Be able to apply modern experimental techniques and to be practical minded. Aware of technical and non-technical constraints |
| A3 Teamwork and Leadership | Possess social abilities including inter-personal/public relations, team work, and social consciousness. |
| A4 Global Outlook and Lifelong Learning | Possess an inquiring and innovative attitude thus encouraging the individual to acknowledge the developments in electrical engineering. To keep abreast of the developments in electrical engineering and an appreciation and the desire for lifelong learning. |
| B Creative Problem Solvers | |
| Creative Thinking and Problem Solving | Apply the fundamental principles to solve problems in the area of Electrical Engineering and related disciplines. Possess intellectual abilities including creative and critical thinking. |
| C Effective Communicators | |
| Biliteracy, Trilingualism, & Communication Skills | Language proficiency in English and Chinese to communicate clearly via graphic, numeric, verbal and written media. |
| D Educated Global Citizens | |
| Social Responsibilities | Have awareness and understanding of the ethical and social responsibilities of a technician engineer. |

Table B3.1

The Programme Outcomes are in line with the Programme Objectives, and the corresponding mapping is shown in table B3.2.

| | | Programme Objectives | | | |
|--------------------|----|----------------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| Programme Outcomes | A1 | √ | √ | | √ |
| | A2 | | √ | √ | |
| | A3 | | | √ | |
| | A4 | | | | √ |
| | B | √ | | | |
| | C | √ | √ | | |
| | D | | √ | | |

Table B3.2

The Subject Learning Outcomes are designed to be in alignment with the Programme Outcomes. The Subject Learning Outcomes are given in each subject and they can be found in the Subject Descriptions Forms in Part E.

The programme and subject outcomes will be assessed in stages according to a Learning Outcomes Assessment Plan (LOAP) adopted by the Departmental Learning and Teaching Committee.

Relationship between Institutional Learning Outcomes and Intended Learning Outcomes (ILO) of the programme is shown in Table B3.3.

| | | Institutional Learning Outcomes | | | | | |
|--------------------|----|---------------------------------|------------------|------------------------|---------------------------|------------------|----------------|
| | | Professional competence | Critical thinker | Effective communicator | Innovative problem solver | Lifelong learner | Ethical leader |
| Programme Outcomes | A1 | √ | √ | | √ | | |
| | A2 | √ | √ | | √ | | |
| | A3 | √ | | √ | | | √ |
| | A4 | √ | | | | √ | |
| | B | | √ | | √ | | |
| | C | | | √ | | | |
| | D | | | | | | √ |

Table B3.3

B 4 Subject Support to Programme Outcomes

| Subjects | Programme Outcomes | | | | | | |
|---------------------|--------------------|----|----|----|---|---|---|
| | A1 | A2 | A3 | A4 | B | C | D |
| AMA1110 | | | | | √ | √ | |
| AMA1120 | | | | | √ | √ | |
| AMA2111 | | | | | √ | √ | |
| AMA2112 | | | | | √ | √ | |
| AP10001 | √ | | | | √ | √ | |
| AP10008 | √ | | | | √ | √ | |
| AP10009 | √ | | | | √ | √ | |
| CBS1101P | | | | | | √ | |
| CBS1102P | | | | | | √ | |
| CBS1103P | | | | | | √ | |
| EE2002C | √ | | | | √ | | |
| EE2003C | √ | | | | | | |
| EE2004C | √ | | | √ | √ | | √ |
| EE2007C | √ | | | √ | √ | | |
| EE2009C | √ | √ | √ | √ | √ | √ | |
| EE3002C | √ | | | √ | √ | | |
| EE3003C | √ | | | | | | |
| EE3009C | √ | | | √ | √ | | √ |
| ELC1007 | | | | | | √ | |
| ELC1008 | | | | | | √ | |
| ELC1011 | | | | | | √ | |
| ELC1013 | | | | | | √ | |
| ELC1014 | | | | | | √ | |
| ELC2011 | | | | | | √ | |
| ELC2012 | | | | | | √ | |
| ELC2013 | | | | | | √ | |
| ENG2002 | √ | | | | √ | | |
| CAR | | | | √ | | √ | √ |
| CAR (China-related) | | | | √ | | √ | √ |
| IC2105 | | √ | | | | | |
| IC2112 | | √ | √ | | | | |

Table B4.1

The above table illustrates how the subjects support the Programme Outcomes through the teaching activities, practice on the part of students, and measurements.

Part C : Educational and Assessment Methodologies

C 1 Teaching and Learning

C 1.1 PHILOSOPHY

The philosophy has been to gradually introduce an approach in which the lecturers are encouraged to "teach" less and the students to learn more. The Department's teaching approach is being revised continuously so as to enhance the students' ability to find out and learn for themselves.

Teaching methods for replacing the out-dated 'chalk and talk' approach, or the 'monologue' lecturing style, with 'interactive teaching', are being further developed and promoted. It has indeed been our Department Policy to regard it as one of the top priorities, together with research. All of the classroom sessions are conducted as a combination of lecturing and tutoring, so that the active participation of the student is realized at all times. Other teaching aids such as interactive handouts, concept mapping, and computer aided learning software are also extensively utilized.

C 1.2 APPROACH USED

C 1.2.1 Teaching and Learning:

The approach is to wean students from rote-learning to self-study. The form of classroom teaching, however, is changing to become much more stimulating, with more student input expected. Tutorials are now integrated with the lectures, to give regular changes of activity within the lecture period, and thus keeping the students interested, alert, and participative.

The accepted philosophy is that 'if we perform the mental work for the learner, we reduce the learner's investment in learning, thereby reducing performance'. The student is encouraged and aided to adopt a 'deep' approach to study, which means that he should try to understand the underlying meaning rather than try to remember the words and the formulas, and to develop a critical awareness of the concepts being discussed and the relationship of these to other concepts. Emphasis is placed on the student's understanding of the basic principles and concepts. Students are not allowed to lose sight of the overall picture as a result of over-indulgence in mathematical details. Technical assumptions made in developing and applying basic theory are stressed. Emphasis is given to developing creativity and the ability to design. Students are not compelled to memorize large amounts of facts and formulas (except fundamental ones). The importance of problem solving in facilitating a full understanding of the topic is recognized. However, problem solving is not treated merely as a means of employing mathematical methods, but also for applying concepts. Problem solving is implemented extensively in all aspects of the Programme. The students are encouraged to think around the subject matter.

Handout notes are used extensively throughout the Programme, but it is generally intended that these, in themselves, are incomplete. Students will need to fill out the handouts before, during and after the lectures before the content can be regarded as complete. In this way, and by requiring students to submit regular written reports, the students develop their ability to write clearly and concisely.

From the outset, students are encouraged and provoked into taking an active role in the learning process. The quality of a student's answers to questions, and the quality of the questions asked by the student, is evaluated to provide feedback throughout the Programme in each subject. Towards the end of the first year, and throughout the remainder of the Programme, it is the norm for students to give presentations of topics within the syllabus in front of their peers. This not only encourages them to adopt a self-study pattern, it also increases their self-confidence, their ability to argue from fundamentals and stresses their need to study the subject matter in depth to be able to answer questions from their peers.

C 1.2.2 Laboratory and Projects:

In the Programme, the laboratory work is integrated into each subject, as is the assessment for the laboratory work. It is the subject-lecturer's responsibility to ensure that the laboratory work is being taken seriously by the students and to stimulate them by gradually moving into open-ended experiments/tests and mini-projects with design elements included.

Students are required to preview their laboratory assignments. As with lectures, the process of generating a self-learning attitude is gradual. In the early part of the Programme, laboratory sheets have fairly detailed instructions and students preview the experiments by means of a 'theory' section in the experiment instruction sheet. As students' progress, less detailed information is presented and the student is expected to read around the experiment and contribute their own ideas as to how the experiment should be conducted.

Students are required to use log books for all experiments and to submit these and some formal laboratory reports for assessment.

Essentially each student is required to undertake a project. The projects are designed to be small group projects in which two or three students work on different aspects of a more ambitious project, while taking care that individual students are still assigned individual responsibility for their part of the work. This allows students to learn team work and it enables more advanced projects to be undertaken. As part of the supervision of the students' project and laboratory work, they are guided to gain skills such as the following:

1. Attention to detail and recognition that unless everything is done thoroughly, completely and correctly, their design, product or process may well be useless.
2. Ability to apply scientific methods to their work. This involves the discipline of keeping accurate and up-to-date records, to be constantly questioning both good and unexpected results, knowing how to go about experimental procedures, how to set up experiments and draw conclusions.
3. Recognition that they have to take personal responsibility for their work, to make sure that there are no mistakes, and not to assume that someone else will check their work.
4. Experience in working as part of a team, recognising that others can contribute necessary complementary skills and experience.

C 2 Industrial Centre (IC) Training

Students are required to undertake practical training at the Industrial Centre of the University, which is equivalent to 8 training credits. The training is scheduled partly during term time of Year One and partly in the summer at the end of Year One to give students an appreciation, with some practical involvement, of fitting, machining, electrical wiring, installation, and electronic/electrical equipment manufacturing. Students would gain theoretical knowledge which they can relate to practical applications. An appreciation of practical manufacturing processes is very important to enable the students to apply their theoretical knowledge to practical problems after they graduate from the Programme and start working in industry.

The following information with regard to IC training should be noted by all Higher Diploma Students:

- * These training credits will not be counted towards meeting the credit requirement for FT status of students.
- * These training credits are not to be counted towards the credit requirement for award, but students have to pass (i.e. obtaining Grade D or above) IC training in order to be considered for an award.
- * IC training will be graded at any time when an assessment is made. Only **ONE** aggregate grade would be given for an academic year to sum up the performance of the student in IC training for that year.
- * If assessment of an IC subject completed in a particular academic year cannot be done in time for the grade to be reported in that particular year, the grade has to be reported during Semester One of the following academic year.
- * The results of IC training would not be counted towards the Weighted GPA which is used for considering award classification.
- * The results of IC training would be counted towards GPA calculation, which is computed at the end of every semester on the basis of the students' performance on all subjects taken since the start of their studies.

C 3 Electronic Student Feedback Questionnaire (eSFQ)

The Student Feedback Questionnaire (eSFQ) is a system that the University uses to collect feedback from students on teaching and learning. The eSFQ system is faculty-based, i.e., different faculties may have slightly different policies, procedures, and eSFQ forms. However, the purposes, processing, and intended uses of the eSFQ are essentially the same.

Under this system, students are asked to complete the eSFQ online/in class to provide feedback on their experience of studying a subject. This eSFQ exercise normally takes place in the last few weeks of the semester. However, for subjects that involve more than one teacher, it may take place earlier, when the teaching of the particular lecturer comes to an end. Some lecturers may also use the mid-semester eSFQ to solicit feedback from students so as to modify or adjust their teaching to improve learning for the remaining weeks of the semester.

The University values good teaching. We cherish the promotion of meaningful and relevant learning for our students, and believe that both teachers and students have a shared responsibility to enhance learning. Your feedback on teaching and learning will provide valuable information for us to assure the quality of our programmes, identify the strengths and weaknesses of the existing teaching and learning methodologies, and help us to improve the quality of teaching in the University.

Part D: ADMISSION, REGISTRATION AND ASSESSMENT

D Admission, Registration and Assessment

The admission, registration and assessment arrangements described below, are in accordance with the University policies and regulations for credit-based programmes which lead to an award of the University, except where the Senate decides otherwise.

D 1 Admission/Registration

Students are normally admitted into the programme via the Joint University Programmes Admission System (JUPAS) on a yearly basis. Non-JUPAS applicants are also considered on their academic merits, as well as non-academic achievements.

D 2 Concurrent Enrolment

Students are not permitted to enroll concurrently on two full-time/sandwich programmes, whether or not one of the programmes is offered by another institution.

Except for programmes which do not lead to any formal award, students are not allowed to enrol concurrently on a full-time/sandwich programme and a part-time programme, or on more than one part-time programmes, including those offered by another institution, without permission from the Head(s) of Department concerned.

D 3 Subject Registration and Withdrawal

In addition to programme registration, students need to register for the subjects at specified periods prior to the commencement of the semester. An add/drop period will also be scheduled for each semester/ term. Students may apply for withdrawal of their registration on a subject after the add/drop period, if they have a genuine need to do so. The application should be made to the relevant programme offering Department and will require the approval of both the subject lecturer and the host Department Programme Leader concerned. Applications must be submitted 1 month before the commencement of the examination period. For approved applications of subject withdrawal, the tuition fee paid for the subject will be forfeited and the withdrawal status of the subject will be shown in the examination result notification and transcript of studies, but will not be counted in the calculation of the GPA.

The pre-requisite requirements of a subject must have been fulfilled before a student registers for that subject. However, the subject offering Department has the discretion to waive the pre-requisite requirements of a subject, if deemed appropriate. If the pre-requisite subject concerned forms part of the requirements for award, the subject has to be passed in order to satisfy the graduation requirements for the programme concerned, despite the waiving of the pre-requisite.

Subject to the maximum study load of 21 credits per semester and the availability of study places, students are allowed to take additional subjects on top of the prescribed credit requirement for award before they become eligible for graduation. Students will be allowed to take additional subjects for broadening purpose, after they fulfill the graduation requirements and for the following semester. However, they will still be subject to the maximum study load of 21 credits per semester and the availability of places in the subjects concerned, and their enrolment will be as subject-based students only.

D 4 Study Load

For students following the progression pattern specified for their programme, they have to take the number of credits and subjects, as specified in the Definitive Programme Document, for each semester. Students cannot drop those subjects assigned by the Department unless prior approval has been given by the Department.

The normal study load is 15 credits in a semester. The maximum study load to be taken by a student in a semester is 21 credits, unless exceptional approval is given by the Head of the programme offering Department. For such cases, students should be reminded that the study load approved should not be taken as grounds for academic appeal.

To help improve the academic performance of students on academic probation, these students will be required to take a reduced study load. The maximum number of credits to be taken by the students varies according to the policies of individual Departments and will be subject to the approval of the authorities concerned.

Students are not allowed to take zero subject in any semester, including the mandatory summer term as required. Unless they have obtained prior approval from the Department; otherwise they will be classified as having unofficially withdrawn from their programme. Students who have been approved for zero subject enrolment (i.e. taking zero subject in a semester) are allowed to retain their student status and continue using campus facilities and library facilities. Any semester in which the students are allowed to take zero subject will nevertheless be counted towards the maximum period of registration.

D 5 Subject Exemption

Students may be exempted from taking any specified subjects, including mandatory General University Requirements (GUR) subjects, if they have successfully completed similar subjects previously in another programme or have demonstrated the level of proficiency/ability to the satisfaction of the subject offering Department. Subject exemption is normally decided by the subject offering Department.

D 6 Credit Transfer

Students may be given credits for recognized previous studies (including mandatory General University Requirements (GUR) subjects), and the credits will be counted towards meeting the requirements for award. Credit transfer normally will be done without the grade being carried over. Subject credit transfer is normally decided by the subject offering Department.

Normally, not more than 50% of the credit requirement for award may be transferable from approved institutions outside the University. For transfer of credits from programmes offered by PolyU, normally not more than 67% of the credit requirement for award can be transferred. In cases where both types of credits are being transferred (i.e. from programmes offered by PolyU and from approved institutions outside the University), not more than 50% of the credit requirement for award may be transferred.

All credit transfers approved will take effect only in the semester for which they are approved. A student who applies for transfer of credits during the re-enrolment or the add/drop period of a particular semester will only be eligible for graduation at the end of that semester, even if the granting of credit transfer will immediately enable the student to satisfy the credit requirement for the award.

D 7 Deferment of Study

Students may apply for deferment of study if they have a genuine need to do so such as illness. Approval from the Department offering the programme is required. The deferment period will not be counted towards the maximum period of registration.

Application for deferment of study will be entertained only in exceptional circumstances from students who have not yet completed the first year of the programme.

Where the period of deferment of study begins during a stage for which fees have been paid, no refund of such fees will be made.

Students who have been approved for deferment are not entitled to enjoy any campus facilities during the deferment period.

D 8 General Assessment Regulations

The University's General Assessment Regulations (GAR) applies to this Programme. The specific assessment regulations are set out here, having been developed within the framework of the GAR.

Students' progress by credit accumulation, i.e. credits earned by passing individual subjects can be accumulated and counted towards the final award.

(a) Subject Level

A 'level' in a programme indicates the intellectual demand placed upon students and may characterize each subject with respect to its recommended sequencing within that programme. Upper level subjects should normally build on lower level subjects. Pre-requisite requirements, if any, must therefore be spelt out on a subject basis.

A 'subject' is defined as a discrete section of the programme which is assigned a separate assessment. A list of subjects, together with their level and weightings, shall be published in the definitive programme document.

(b) Language of assessment

The language of assessment for all programmes/subjects shall be English, unless approval is given for it to be otherwise.

D 9 Principles of Assessment

Assessment *of* learning and assessment *for* learning are both important for assuring the quality of student learning. Assessment *of* learning is to evaluate whether students have achieved the intended learning outcomes of the subjects that they have taken and have attained the overall learning outcomes of the academic programme at the end of their study at a standard appropriate to the award. Appropriate methods of assessment that align with the intended learning outcomes should be designed for this purpose. The assessment methods will also enable the teacher to differentiate students' different levels of performance within the subject. Assessment *for* learning is to engage students in productive learning activities through purposefully designed assessment tasks.

Assessment will also serve as feedback to students. The assessment criteria and standards should be made explicit to students before the start of the assessment to facilitate student learning, and feedback provided should link to the criteria and standards. Timely feedback should be provided to students so that they are aware of their progress and attainment for the purpose of improvement.

The ultimate authority in the University for the confirmation of academic decisions is the Senate, but for practical reasons, the Senate has delegated to the Faculty/School Boards the authority to confirm the decisions of Boards of Examiners provided these are made within the framework of the General Assessment Regulations. Recommendations from Board of Examiners which fall outside these Regulations shall be ratified by the Academic Regulations Committee (ARC) and reported to the Senate.

D 10 Assessment Methods

Students' performance in a subject can be assessed by continuous assessment and/or examinations, at the discretion of the individual subject offering Department. Where both continuous assessment and examinations are used, the weighting of each in the overall subject grade shall be clearly stated in the definitive programme document. The subject offering Department can decide whether students are required to pass both the continuous assessment and examination components, or either component only, in order to obtain a subject pass, but this requirement (to pass both, or either, components) shall be specified in the Definite Programme Document. Learning outcome should be assessed by continuous assessment and/or examination appropriately, in line with the outcome-based approach.

Continuous assessment may include tests, assignments, projects, laboratory work, field exercises, presentations and other forms of classroom participation. Continuous Assessment assignments which involve group work should nevertheless include some individual components therein. The contribution made by each student in continuous assessment involving a group effort shall be determined and assessed separately, and this can result in different grades being awarded to students in the same group.

Assessment methods and parameters of subjects shall be determined by the subject offering Department.

At the beginning of each semester, the subject teacher should inform students of the details of the methods of assessments to be used, within the assessment framework as specified in the definitive programme document.

D 11 Progression/Academic Probation/Deregistration

The Board of Examiners shall, at the end of each semester (except for Summer Term unless there are students who are eligible to graduate after completion of Summer Term subjects), determine whether each student is

- (a) eligible for progression towards an award; or
- (b) eligible for an award; or
- (c) required to be deregistered from the programme.

When a student has a Grade Point Average (GPA) lower than 2.0, he will be put on academic probation in the following semester. If a student is able to pull his GPA up to 2.0 or above at the end of the semester, the status of "academic probation" will be lifted. The status of "academic probation" will be reflected in the assessment result notification but not in the transcript of studies.

A student will have 'progressing' status unless he falls within any one of the following categories which may be regarded as grounds for deregistration from the programme:

- (a) the student has exceeded the maximum period of registration for that programme, as specified in the Definitive Programme Document; or
- (b) the student's GPA is lower than 2.0 for two consecutive semesters and his Semester GPA in the second semester is also lower than 2.0; or
- (c) the student's GPA is lower than 2.0 for three consecutive semesters.

The progression of students to the following academic year will not be affected by the GPA obtained in the Summer Term, unless Summer Term study is mandatory for all students of the programme and constitutes a requirement for graduation.

A student may be de-registered from the programme enrolled before the time frame specified at (b) or (c) above if his academic performance is poor to the extent that the Board of Examiners deems that his chance of attaining a GPA of 2.0 at the end of the programme is slim or impossible.

If the student is not satisfied with the de-registration decision of the Board of Examiners, he/she can lodge an appeal. All such appeal cases will be referred directly to Academic Appeals Committee (AAC) for final decision. Views of Faculties/Schools/Departments will be sought and made available to AAC for reference.

D 12 Retaking of Subjects

Students may retake any subject for the purpose of improving their grade without having to seek approval, but they must retake a compulsory subject which they have failed, i.e. obtained an F grade. However, students who have passed a General University Requirements (GUR) subject are not allowed to re-take the same GUR subject for the purpose of improving their grade. Retaking of subjects is with the condition that the maximum study load of 21 credits per semester is not exceeded. Students wishing to retake passed subjects will be accorded a lower priority than those who are required to retake (due to failure in a compulsory subject) and can only do so if places are available.

The number of retakes of a subject is not restricted. Only the grade obtained in the final attempt of retaking (even if the retake grade is lower than the original grade for originally passed subject) will be included in the calculation of the Grade Point Average (GPA). If students have passed a subject but failed after retake, credits accumulated for passing the subject in a previous attempt will remain valid for satisfying the credit requirement for award. (The grades obtained in previous attempts will only be reflected in transcript of studies.)

In cases where a student takes another subject to replace a failed elective subject, the fail grade will be taken into account in the calculation of the GPA, despite the passing of the replacement subject. Likewise, students who fail a Cluster Area Requirement (CAR) subject may need to take another subject from the same Cluster Area in order to fulfill this part of the GUR, since the original CAR subject may not be offered; in such cases, the fail grade for the first CAR subject will be taken into account in the calculation of the GPA, despite the passing of the second CAR subject.*

* In these circumstances when students do not have a choice to retake a failed subject, such as when the failed subject has been phased out, a 'tie-subject' arrangement can be made with the approval of the Faculty/School Board. Under the arrangement, another appropriate subject can be taken as equivalent to the subject which is not offered. Upon passing the equivalent subject, the fail grade of the original subject will be replaced by the latest grade of the retake subject and the failure grade of the original subject will not be taken into account in the calculation of the GPA.

D 13 Absence from an Assessment Component

If a student is unable to complete all the assessment components of a subject, due to illness or other circumstances which are beyond his control and considered by the subject offering Department as legitimate, the Department will determine whether the student will have to complete a late assessment and, if so, by what means. This late assessment shall take place at the earliest opportunity, and before the commencement of the following academic year (except that for Summer Term, which may take place within 3 weeks after the finalisation of Summer Term results). If the late assessment cannot be completed before the commencement of the following academic year, the Faculty/School Board Chairman shall decide on an appropriate time for completion of the late assessment.

The student concerned is required to submit his/her application for late assessment in writing to the Head of Department offering the subject, within 5 working days from the date of the examination, together with any supporting documents. Approval of applications for late assessment and the means for such late assessments shall be given by the Head of Department offering the subject or the Subject Lecturer concerned, in consultation with the Programme Leader.

D 14 Aegrotat Award

If a student is unable to complete the requirements of the programme in question for the award due to very serious illness, or other very special circumstances which are beyond his control, and considered by the Board of Examiners as legitimate, the Faculty/School Board will determine whether the student will be granted an aegrotat award. Aegrotat award will be granted under very exceptional circumstances.

A student who has been offered an aegrotat award shall have the right to opt either to accept such an award, or request to be assessed on another occasion to be stipulated by the Board of Examiners; the student's exercise of this option shall be irrevocable.

The acceptance of an aegrotat award by a student shall disqualify him from any subsequent assessment for the same award.

An aegrotat award shall normally not be classified, and the award parchment shall not state that it is an aegrotat award. However, the Board of Examiners may determine whether the award should be classified, provided that they have adequate information on the students' academic performance.

D 15 Grading

Assessment grades shall be awarded on a criterion-referenced basis. A student's overall performance in a subject (including GUR subjects) shall be graded as follows:

| Subject grade | Short description | Elaboration on subject grading description |
|---------------|---------------------------|--|
| A+ | Exceptionally Outstanding | The student's work is exceptionally outstanding. It exceeds the intended subject learning outcomes in all regards. |
| A | Outstanding | The student's work is outstanding. It exceeds the intended subject learning outcomes in nearly all regards. |
| B+ | Very Good | The student's work is very good. It exceeds the intended subject learning outcomes in most regards. |
| B | Good | The student's work is good. It exceeds the intended subject learning outcomes in some regards. |
| C+ | Wholly Satisfactory | The student's work is wholly satisfactory. It fully meets the intended subject learning outcomes. |
| C | Satisfactory | The student's work is satisfactory. It largely meets the intended subject learning outcomes. |
| D+ | Barely Satisfactory | The student's work is barely satisfactory. It marginally meets the intended subject learning outcomes. |
| D | Barely Adequate | The student's work is barely adequate. It meets the intended subject learning outcomes only in some regards. |
| F | Inadequate | The student's work is inadequate. It fails to meet many of the intended subject learning outcomes. |

'F' is a subject failure grade, whilst all others ('D' to 'A+') are subject passing grades. No credit will be earned if a subject is failed.

| Codes | Interpretation | Remarks |
|----------------|---|--|
| I [^] | Assessment to be completed | An incomplete grade must be converted to a regular grade normally in the following academic year at the latest. |
| N | Assessment is not required | — |
| P | Pass an ungraded subject | This code applies to an ungraded subject, such as industrial training. |
| U | Fail an ungraded subject | This code applies to an ungraded subject, such as industrial training. |
| M | Pass with Merit | This code applies to all General Education subjects for intake cohorts before 2010/11. The adoption or otherwise of this code to other subjects adopting a "Pass/Fail" grading system would be subject to the decision of individual Departments. The grade "Pass with Merit" can be awarded when the student's work exceeds the subject learning outcomes in the majority of regards. |
| L | Subject to be continued in the following semester | This code applies to subjects like "Project" which may consist of more than 1 part (denoted by the same subject code) and for which continuous assessment is deemed appropriate. |
| S | Absent from assessment | — |
| W | Withdrawn from subject | Dropping of subjects after the add/drop period is normally not allowed. Requests for withdrawal from subjects after the add/drop period and prior to examination will only be considered under exceptional circumstances. This code is given when a student has obtained exceptional approval from Department to withdraw from a subject after the "add/drop" period and prior to examination; otherwise, a failure grade (grade F) should be awarded. |
| Z | Exempted | — |
| T | Transfer of credit | — |
| # | Disqualification of result due to academic dishonesty | This code applies to failure (i.e. F and U grades) arising from disqualification of subject result due to academic dishonesty. The code will be removed subsequently when the student leaves the University. |

[^] For cases where students fail marginally in one of the components within a subject, the BoE can defer making a final decision until the students concerned have completed the necessary remedial work to the satisfaction of the subject examiner(s). The students can be assigned an 'I' code in this circumstance.

Note: Subjects with the assigned codes I, N, P, U, M, L, W, Z and T (if the subject is without grade transferred) will be omitted in the calculation of the GPA. A subject assigned code S will be taken as zero in the calculation.

A numeral grade point is assigned to each subject grade, as follows:

| Grade | Grade Point |
|-------|-------------|
| A+ | 4.5 |
| A | 4 |
| B+ | 3.5 |
| B | 3 |
| C+ | 2.5 |
| C | 2 |
| D+ | 1.5 |
| D | 1 |
| F | 0 |

At the end of each semester/term, a Grade Point Average (GPA) will be computed as follows, and based on the grade point of all the subjects:

$$GPA = \frac{\sum_n \text{Subject Grade Point} \times \text{Subject Credit Value}}{\sum_n \text{Subject Credit Value}}$$

where n = number of all subjects (inclusive of failed subjects) taken by the student up to and including the latest semester/term. For subjects which have been retaken, only the grade point obtained in the final attempt will be included in the GPA calculation

In addition, the following subjects will be excluded from the GPA calculation:

- (a) Exempted subjects
- (b) Ungraded subjects
- (c) Incomplete subjects
- (d) Subjects for which credit transfer has been approved, but without any grade assigned*
- (e) Subjects from which a student has been allowed to withdraw (i.e. those with the code 'W')

* Subjects taken in PolyU or elsewhere and with grades assigned, and for which credit transfer has been approved, will be included in the GPA calculation.

Subject which has been given an "S" code, i.e. absent from assessment, will be included in the GPA calculation and will be counted as "zero" grade point. GPA is thus the unweighted cumulative average calculated for a student, for all relevant subjects taken from the start of the programme to a particular point of time. GPA is an indicator of overall performance, and is capped at 4.0.

All training credits[#] will be counted in the GPA calculation but not in the WGPA calculation.

"Training credits" is used as a generic term only, and also includes clinical/field credits for programmes in different study disciplines. Laboratory experiments done as a subject/an integral part of a subject to satisfy the academic requirements is not considered to be practical training.

D 16 Different Types of GPA

GPA's will be calculated for each Semester including the Summer Term. This Semester GPA will be used to determine students' eligibility to progress to the next Semester alongside with the 'cumulative GPA'. However, the Semester GPA calculated for the Summer Term will not be used for this purpose, unless the Summer Term study is mandatory for all students of the programme concerned and constitutes part of the graduation requirements.

The GPA calculated after the second Semester of the students' study is therefore a 'cumulative' GPA of all the subjects taken so far by students, and without applying any level weighting.

Along with the 'cumulative' GPA, a weighted GPA will also be calculated, to give an indication to the Board of Examiners on the award classification which a student will likely get if he makes steady progress on his academic studies. GUR subjects will be included in the calculation of weighted GPA for all programmes.

When a student has satisfied the requirements for award, an award GPA will be calculated to determine his award classification. GUR subjects will be included in the calculation of award GPA for all programmes.

| Types of GPA | Purpose | Rules for GPA calculation |
|--------------|---|--|
| GPA | Determine Progression/ Graduation | <ol style="list-style-type: none"> (1) All academic subjects taken by the student throughout his study, both inside and outside the programme curriculum, are included in the GPA calculation. (2) For training subjects, including WIE and Clinical/Field subjects, departments can decide whether to include them in the GPA calculation. (3) For retake subjects, only the last attempt will be taken in the GPA calculation. (4) Level weighting, if any, will be ignored. |
| Semester GPA | Determine Progression | Similar to the rules for GPA as described above, except that only subjects taken in that Semester, including retaken subjects, will be included in the calculation. |
| Weighted GPA | To give an interim indication on the likely Award GPA | <ol style="list-style-type: none"> (1) Similar to the rules for GPA, except that only subjects inside the programme curriculum concerned will be included in the calculation. Subjects outside the programme curriculum will be excluded. (2) Departments can decide whether the training subjects are to be counted towards the Weighted GPA. (3) For retake subjects, only the last attempt will be taken in the Weighted GPA calculation. (4) Weighting can be between 0 and 1, to be assigned according to the level of the subject. (5) The weighted GPA will be the same as the Award GPA unless a student has taken more subjects than required. |
| Award GPA | For determination of award classification | <p>If the student has not taken more subjects than required, the Award GPA will be as follows:</p> <ol style="list-style-type: none"> (1) For programmes without level weighting: Award GPA = GPA (2) For programmes with level weightings: Award GPA = Weighted GPA |

D 17 Compulsory Graduation

A student is required to graduate as soon as he/she satisfies the graduation requirements.

D 18 Guidelines for Award Classification

The Weighted GPA will be used as a guide to help determine award classifications, and the level weighting to different subjects of all disciplines and programmes will need to be specified in the Definitive Programme Document.

Weighted GPA will be computed as follows:

$$\text{WeightedGPA} = \frac{\sum \text{SubjectGradePoint} \times \text{SubjectCredit Value} \times W_i}{\sum_n \text{SubjectCredit Value} \times W_i}$$

where W_i = weighting to be assigned according to the level of the subject

n = number of all subjects counted in GPA calculation

Same as for GPA, Weighted GPA is capped at 4.0.

Any subjects passed after the graduation requirement has been met will not be taken into account of in the grade point calculation for award classification.

D 19 Classification of Awards

The following is a set of indicators, for Boards of Examiners' reference, which can be used in helping to determine award classification:

| Classification | Guidelines |
|----------------|--|
| Distinction | The student's performance/attainment is outstanding, and identifies him as exceptionally able in the field of Electrical Engineering. |
| Credit | The student has reached a standard of performance/ attainment which is more than satisfactory but less than outstanding. |
| Pass | The student has attained the 'essential minimum' required for graduation at a standard ranging from just adequate to just satisfactory |

There is no requirement for Boards of Examiners to produce award lists which conform to the guidelines of the above table.

Students who have committed academic dishonesty will be subject to the penalty of the lowering of award classification by one level. The minimum of downgraded overall result will be kept at a Pass.

D 20 Examination Result Announcements, Transcripts, Testimonials and References

At the end of each semester, where appropriate, examination results are announced online for individual students' checking. It provides information on subjects taken and grades attained, the Grade Point Average (GPA) for all subjects, and the overall result for that semester. The announcement serves as an official notification of the student's academic performance.

A formal transcript of studies will be issued by the University, upon request, to any student registered on a programme offered by the University, and it will include the following information:

- (a) name and student number;
- (b) title of the programme(s) on which enrolled, or from which graduated;
- (c) medium of instruction for the programme (applicable only to programmes which are delivered in Chinese and for which both Chinese and English versions are offered);
- (d) a full academic record, giving subjects taken and grades attained, and the Grade Point Average (GPA) for all subjects;
- (e) credit requirement of the student if different from the normal credit requirement of the programme;
- (f) where relevant, the final award(s) granted, with classification and year of award; and
- (g) a statement indicating that the student has completed the Graduating Students' Language Proficiency Assessment (GSLPA)/Work-integrated Education (WIE) activities/Co-curricular Activities/Healthy Lifestyle, as appropriate.

Students may request for a testimonial which is a certification of their studies at the University, but without details on subjects and subject results.

Students may also request for references direct from academic staff/members concerned.

D 21 Recording of Disciplinary Actions in Students' Records

Starting from Semester One of 2015/16, disciplinary actions against students' misconducts will be recorded in students' records.

Students who are found guilty of academic dishonesty will be subject to the penalty of having the subject result concerned disqualified and be given a failure grade with a remark denoting 'Disqualification of result due to academic dishonesty'. The remark will be shown in the students' record as well as the assessment result notification and transcript of studies, until their leaving the University.

Students who have committed disciplinary offences (covering both academic and non-academic related matters) will be put on 'disciplinary probation'. The status of 'disciplinary probation' will be shown in the students' record as well as the assessment result notification, transcript of studies and testimonial during the probation period, which until their leaving the University. The disciplinary probation is normally one year unless otherwise decided by the Student Discipline Committee.

The University reserves the right to withhold the issuance of any certificate of study to a student who has unsettled matters with the University, or subject to disciplinary action.

APPENDIX I: SUBJECT DESCRIPTION FORMS

| <u>CODE</u> | <u>SUBJECT</u> | <u>PAGE</u> |
|-------------|---|-------------|
| AMA1110 | Basic Mathematics I – Calculus and Probability & Statistics | AI - 1 |
| AMA1120 | Basic Mathematics II – Calculus and Linear Algebra | AI - 2 |
| AMA2111 | Mathematics I | AI - 3 |
| AMA2112 | Mathematics II | AI - 4 |
| AP10001 | Introduction to Physics | AI - 5 |
| AP10008 | University Physics I | AI - 6 |
| AP10009 | University Physics II | AI - 7 |
| CBS1101P | Fundamentals of Chinese Communication | AI - 8 |
| CBS1102P | Advanced Communication Skills in Chinese | AI - 10 |
| CBS1103P | Fundamentals of Chinese Communication for Higher Diploma Students | AI - 12 |
| EE2002C | Circuit Analysis | AI - 14 |
| EE2003C | Electronics | AI - 16 |
| EE2004C | Electrical Energy Systems Fundamentals | AI - 18 |
| EE2007C | Computer System Fundamentals | AI - 19 |
| EE2009C | Group Project | AI - 21 |
| EE3002C | Electromechanical Energy Conversion | AI - 24 |
| EE3003C | Power Electronics and Drives | AI - 25 |
| EE3009C | Electrical Services in Buildings | AI - 27 |

| <u>CODE</u> | <u>SUBJECT</u> | <u>PAGE</u> |
|-------------|---|-------------|
| ELC1007 | University English for Higher Diploma Students I | AI - 29 |
| ELC1008 | University English for Higher Diploma Students II | AI - 30 |
| ELC1011 | Practical English for University Studies | AI - 31 |
| ELC1013 | English for University Studies | AI - 32 |
| ELC1014 | Advanced English for University Studies | AI - 33 |
| ELC2011 | Advanced English Reading and Writing Skills | AI - 34 |
| ELC2012 | Persuasive Communication | AI - 35 |
| ELC2013 | English in Literature and Film | AI - 36 |
| ENG2002 | Computer Programming | AI - 37 |
| IC2105 | Engineering Communication and Fundamentals | AI - 39 |
| IC2112 | IC Training I (EE) | AI - 41 |

Subject Description Form

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| | Questions used in assignments, quizzes, tests and examinations are used to assess students' level of understanding of the basic concepts and their ability to use mathematical techniques in solving problems in science and engineering. | |
| | To pass this subject, students are required to obtain grade D or above in both the continuous assessment and the examination components. | |
| | Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: | |
| | <i>The subject focuses on understanding of basic concepts and application of techniques in differential/integral calculus, elementary statistics and elementary linear algebra. As such, an assessment method based mainly on examinations/tests/quizzes is considered appropriate. Furthermore, students are required to submit homework assignments regularly in order to allow subject lecturers to keep track of students' progress in the course.</i> | |
| Student Study Effort Expected | Class contact: | |
| | ▪ Lecture | 26 Hrs. |
| | ▪ Tutorial | 13 Hrs. |
| | Other student study effort: | |
| | ▪ Homework and self-study | 81 Hrs. |
| | Total student study effort | 120 Hrs. |
| Reading List and References | <ol style="list-style-type: none"> 1. Chung, K.C. <i>A Short Course in Calculus and Matrices</i>, McGraw Hill 2013 2. Hung, K.F., Kwan, Wilson, Pong, T.Y. <i>Foundation Mathematics & Statistics</i>, McGraw Hill 2013 3. Larson, R., Edwards, B. <i>Single Variable Calculus</i>, Brooks/Cole 2012 4. Walpole, R.E., Myers, R.H., Myers, S.L., Ye, K. <i>Probability and Statistics for Engineers and Scientists</i>, Prentice Hall, 2012 | |

| Subject Code | AMAI110 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-----------------------------------|-------------|---|---|--|--|---|---|---|---|--|-----|---|---|---|---|----------------|-----|---|---|---|---|-------|------|--|--|--|--|
| Subject Title | Basic Mathematics I – Calculus and Probability & Statistics | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level | I | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pre-requisite/ Co-requisite/ Exclusion | Nil | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives | This subject aims to introduce students to the basic concepts and applications of elementary calculus and statistics. Emphasis will be on the understanding of fundamental concepts and the use of mathematical techniques in handling practical problems in science and engineering. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intended Learning Outcomes | Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> a. Apply analytical reasoning to solve problems in science and engineering; b. Make use of the knowledge of mathematical/statistical techniques and adapt known solutions to various situations; c. Apply mathematical modeling in problem solving; d. Demonstrate abilities of logical and analytical thinking. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Synopsis/ Indicative Syllabus | Elementary calculus: Limit and continuity, derivatives and their geometric meaning, rules of differentiation including chain rule, Leibniz's rule and L'Hopital's rule, exponential and logarithmic functions, trigonometric functions and their inverses, hyperbolic and inverse hyperbolic functions, applications of differential calculus. Elementary Probability and Statistics: Descriptive statistics, random variables, probability and probability distributions, binomial, Poisson and normal distributions, applications. Population and random samples. Sampling distributions related to sample mean, sample proportions, and sample variances. Concepts of a point estimator and a confidence interval. Point and interval estimates of a mean and the difference between two means. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teaching/Learning Methodology | Basic concepts and elementary techniques of differential and integral calculus, elementary statistics and linear algebra will be taught in lectures. These will be further enhanced in tutorials through practical problem solving. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Homework, quizzes and mid-term test</td> <td align="center">40%</td> <td align="center">✓</td> <td align="center">✓</td> <td align="center">✓</td> <td align="center">✓</td> </tr> <tr> <td>2. Examination</td> <td align="center">60%</td> <td align="center">✓</td> <td align="center">✓</td> <td align="center">✓</td> <td align="center">✓</td> </tr> <tr> <td>Total</td> <td align="center">100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Continuous Assessment comprises of assignments, in-class quizzes, online quizzes and a mid-term test. An examination is held at the end of the semester.</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | a | b | c | d | 1. Homework, quizzes and mid-term test | 40% | ✓ | ✓ | ✓ | ✓ | 2. Examination | 60% | ✓ | ✓ | ✓ | ✓ | Total | 100% | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Homework, quizzes and mid-term test | 40% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Examination | 60% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Subject Description Form

| Subject Code | AMA1120 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------------------|-------------|---|---|--|--|---|---|---|---|--|-----|---|---|---|---|----------------|-----|---|---|---|---|-------|------|--|--|--|--|
| Subject Title | Basic Mathematics II – Calculus and Linear Algebra | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pre-requisite/ Co-requisite/ Exclusion | Pre-requisite: AMA1110 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Objectives | This subject aims to introduce students to the basic concepts and applications of elementary calculus and statistics. Emphasis will be on the understanding of fundamental concepts and the use of mathematical techniques in handling practical problems in science and engineering. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Intended Learning Outcomes | Upon completion of the subject, students will be able to: a. Apply analytical reasoning to solve problems in science and engineering; b. Make use of the knowledge of mathematical/statistical techniques and adapt known solutions to various situations; c. Apply mathematical modelling in problem solving; d. Demonstrate abilities of logical and analytical thinking. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Synopsis/ Indicative Syllabus | Elementary calculus: Mean Value Theorem with applications to optimization and curve sketching. Definite and indefinite integrals, fundamental theorem of calculus, methods of integration (integration by substitution, integration by parts, integration of rational functions using partial fractions and integration of trigonometric and hyperbolic functions), reduction formulas, applications to geometry and physics. Improper Integrals. Linear algebra: Basic properties of matrices and determinants, linear systems, Gaussian elimination, inverse of a square matrix, Cramer's rule, vectors in 2-space or in 3-space, applications to geometry. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teaching/Learning Methodology | Basic concepts and elementary techniques of differential and integral calculus and linear algebra will be taught in lectures. These will be further enhanced in tutorials through practical problem solving. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Homework, quizzes and mid-term test</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Examination</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Continuous Assessment comprises of assignments, in-class quizzes, online quizzes and a mid-term test. An examination is held at the end of the semester.</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | a | b | c | d | 1. Homework, quizzes and mid-term test | 40% | ✓ | ✓ | ✓ | ✓ | 2. Examination | 60% | ✓ | ✓ | ✓ | ✓ | Total | 100% | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Homework, quizzes and mid-term test | 40% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Examination | 60% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Questions used in assignments, quizzes, tests and examinations are used to assess students' level of understanding of the basic concepts and their ability to use mathematical techniques in solving problems in science and engineering.</p> <p>To pass this subject, students are required to obtain grade D or above in both the continuous assessment and the examination components.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><i>The subject focuses on understanding of basic concepts and application of techniques in differential/integral calculus, elementary statistics and elementary linear algebra. As such, an assessment method based mainly on examinations/tests/quizzes is considered appropriate. Furthermore, students are required to submit homework assignments regularly in order to allow subject lecturers to keep track of students' progress in the course.</i></p> | Student Study Effort Expected | <p>Class contact:</p> <ul style="list-style-type: none"> ▪ Lecture 26 Hrs. ▪ Tutorial 13 Hrs. <p>Other student study effort:</p> <ul style="list-style-type: none"> ▪ Homework and self-study 81 Hrs. <p>Total student study effort 120 Hrs.</p> |
| | Reading List and References | <ol style="list-style-type: none"> 1. Chung, K.C. <i>A Short Course in Calculus and Matrices</i>, McGraw Hill 2013 2. Hung, K.F., Kwan, Wilson, Pong, T.Y. <i>Foundation Mathematics & Statistics</i>, McGraw Hill 2013 3. Larson, R., Edwards, B. <i>Single Variable Calculus</i>, Brooks/Cole 2012 4. Larson, R. <i>Elementary Linear Algebra</i>, Brooks/Cole 2013 |

Subject Description Form

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|---|---|
| Subject Code | AMA2111 |
| Subject Title | Mathematics I |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite/ Co-requisite/ Exclusion | Pre-requisite: AMA1101 / AMA1102 / AMA1120 / AMA1500 Exclusion: AMA2007, AMA2308, AMA2380, AMA2511, AMA290 |
| Objectives | This subject aims to introduce students to the basic principles and techniques of engineering mathematics. Emphasis will be on the understanding of fundamental concepts as well as applications of mathematical methods in solving practical problems in science and engineering. |
| Intended Learning Outcomes | Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> 1. apply mathematical reasoning to analyze essential features of different problems in science and engineering; 2. extend their knowledge of mathematical and numerical techniques and adapt known solutions in various situations; 3. develop and extrapolate the mathematical concepts in synthesizing and solving new problems 4. demonstrate abilities of logical and analytical thinking; 5. search for useful information in the process of problem solving. |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> 1. Algebra of complex numbers Complex numbers, geometric representation, complex exponential functions, n-th roots of a complex number. 2. Linear algebra Review of matrices, determinants and systems of linear equations, vector spaces, inner product and orthogonality, eigenvalues and eigenvectors, applications. 3. Ordinary differential equations ODE of first and second order, linear systems, Laplace transforms, Convolution theorem, applications to mechanical vibrations and simple circuits. 4. Differential calculus of functions of several variables Partial derivatives, total differential, chain rule, Taylor's expansion, maxima and minima, directional derivatives, Lagrange multipliers, implicit differentiation, applications. <p>The subject will be delivered mainly through lectures and tutorials. The lectures aim to provide the students with an integrated knowledge required for the understanding and application of mathematical concepts and techniques. Tutorials will mainly be used to develop students' problem solving ability.</p> |
| Teaching/Learning Methodology | |

| | | | | | | | |
|---|--|-------------|---|---|---|---|---------|
| Assessment Methods in Alignment with Intended Learning Outcomes | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | |
| | 1. Homework, quizzes and mid-term test | 40% | 1 | 2 | 3 | 4 | 5 |
| | 2. Examination | 60% | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Total | 100% | ✓ | ✓ | ✓ | ✓ | ✓ |
| <p>Continuous Assessment comprises of assignments, in-class quizzes, online quizzes and a mid-term test. An examination is held at the end of the semester.</p> <p>Questions used in assignments, quizzes, tests and examinations are used to assess students' level of understanding of the basic concepts and their ability to use mathematical techniques in solving problems in science and engineering.</p> <p>To pass this subject, students are required to obtain grade D or above in both the continuous assessment and the examination components.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><i>The subject focuses on understanding of basic concepts and application of techniques in engineering mathematics. As such, an assessment method based mainly on examinations/tests/quizzes is considered appropriate. Furthermore, students are required to submit homework assignments regularly in order to allow subject lecturers to keep track of students' progress in the course.</i></p> | | | | | | | |
| Student Study Effort Expected | Class contact: | | | | | | |
| | • Lecture | | | | | | 26 Hrs. |
| | • Tutorial | | | | | | 13 Hrs. |
| | • Mid-term test and examination | | | | | | |
| Other student study effort | | | | | | | |
| • Assignments and Self study | | | | | | | |
| Total student study effort: | | | | | | | |
| 117 Hrs. | | | | | | | |
| Reading List and References | <ol style="list-style-type: none"> 1. C.K. Chan, C.W. Chan and K.F. Hung, <i>Basic Engineering Mathematics</i>, McGraw-Hill, 2015. 2. Anton, H. <i>Elementary Linear Algebra</i> (11th edition). Wiley, 2014. 3. Kreyszig, E. (2011). <i>Advanced Engineering Mathematics</i>, 10th ed. Wiley. 4. James, G. (2015). <i>Modern Engineering Mathematics</i>, 5th ed. Pearson Education Limited 5. Thomas, G. B., Weir, M. D. & Hass, J. R. <i>Thomas' Calculus</i>, 13th ed. Pearson Education 2014 | | | | | | |
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Subject Description Form

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|---|--|
| Subject Code | AMA2112 |
| Subject Title | Mathematics II |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite/ Co-requisite/ Exclusion | Pre-requisite: AMA2111 |
| Objectives | This subject is a continuation of AMA2111. It aims to introduce students to the basic principles and techniques of engineering mathematics. Emphasis will be on the understanding of fundamental concepts as well as applications of mathematical methods in solving practical problems in science and engineering. |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 1. apply mathematical reasoning to analyze essential features of different problems in science and engineering; 2. extend their knowledge of mathematical and numerical techniques and adapt known solutions in various situations; 3. develop and extrapolate the mathematical concepts in synthesizing and solving new problems 4. demonstrate abilities of logical and analytical thinking; 5. search for useful information in the process of problem solving. |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> 1. <u>Multiple integrals</u> Double and triple integrals, change of variables, applications to problems in geometry and mechanics. 2. <u>Vector calculus</u> Vector and scalar fields, the del operator, line and surface integrals, the theorems of Green, Gauss and Stokes, applications to electromagnetic theory and fluid mechanics. 3. <u>Series expansion</u> Infinite series, Taylor's expansion, Fourier series expansion of a periodic function. 4. <u>Partial differential equations</u> Formulation of PDE of mathematical physics, separation of variables, initial boundary value problems, introduction to Fourier transforms. <p>The subject will be delivered mainly through lectures and tutorials. The lectures aim to provide the students with an integrated knowledge required for the understanding and application of mathematical concepts and techniques. Tutorials will mainly be used to develop students' problem solving ability.</p> |
| Teaching/Learning Methodology | |

| | | | | | | | |
|---|--|-------------|---|---|---|---|----------|
| Assessment Methods in Alignment with Intended Learning Outcomes | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | |
| | 1. Homework, quizzes and mid-term test | 40% | 1 | 2 | 3 | 4 | 5 |
| | 2. Examination | 60% | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Total | 100% | ✓ | ✓ | ✓ | ✓ | ✓ |
| <p>Continuous Assessment comprises of assignments, in-class quizzes, online quizzes and a mid-term test. An examination is held at the end of the semester.</p> <p>Questions used in assignments, quizzes, tests and examinations are used to assess students' level of understanding of the basic concepts and their ability to use mathematical techniques in solving problems in science and engineering.</p> <p>To pass this subject, students are required to obtain grade D or above in both the continuous assessment and the examination components.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p><i>The subject focuses on understanding of basic concepts and application of techniques in engineering mathematics. As such, an assessment method based mainly on examinations/tests/quizzes is considered appropriate. Furthermore, students are required to submit homework assignments regularly in order to allow subject lecturers to keep track of students' progress in the course.</i></p> | | | | | | | |
| Student Study Effort Expected | Class contact: | | | | | | |
| | • Lecture | | | | | | 26 Hrs. |
| | • Tutorial | | | | | | 13 Hrs. |
| | • Mid-term test and examination | | | | | | |
| Other student study effort | | | | | | | |
| • Assignments and Self study | | | | | | | 78 Hrs. |
| Total student study effort: | | | | | | | 117 Hrs. |
| Reading List and References | <ol style="list-style-type: none"> 1. C.K. Chan, C.W. Chan and K.F. Hung, <i>Basic Engineering Mathematics</i>, McGraw-Hill, 2015. 2. Anton, H. <i>Elementary Linear Algebra</i> (11th edition), Wiley, 2014. 3. Kreyszig, E. (2011). <i>Advanced Engineering Mathematics</i>, 10th ed. Wiley. 4. James, G. (2015). <i>Modern Engineering Mathematics</i>, 5th ed. Pearson Education Limited 5. Thomas, G. B., Weir, M. D. & Hass, J. R. <i>Thomas' Calculus</i>, 13th ed. Pearson Education 2014 | | | | | | |
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Subject Description Form

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| Subject Code | AP10001 |
| Subject Title | Introduction to Physics |
| Credit Value | 3 |
| Level | 1 |
| Pre-requisite/ Co-requisite/ Exclusion | Nil |
| Objectives | This is a subject designed for students with no background in physics studies. Fundamental concepts in major topics of physics (mechanics, heat, wave and electromagnetism) will be discussed. The aim of this subject is to equip students with some basic physics knowledge, and to appreciate its applications in various branches of science and technology. |
| Intended Learning Outcomes | Upon completion of the subject, students will be able to: (a) solve simple problems in kinematics Newton's law and Energy; (b) solve problems in heat capacity and latent heat; (c) explain phenomena related to the wave character of light; (d) apply the superposition of waves; (e) understand electrostatic field and potential; (f) solve problems on interaction between current and magnetic field; and (g) describe and demonstrate the phenomenon of electromagnetism. |
| Subject Synopsis/ Indicative Syllabus | Mechanics: scalars and vectors; kinematics and dynamics; Newton's laws; momentum, impulse, work and energy; conservation of momentum and conservation of energy. Thermal physics: heat and internal energy; heat capacity; conduction, convection and radiation; latent heat. Waves: nature of waves; wave motion; reflection and refraction; image formation by mirrors and lenses; superposition of waves; standing waves; diffraction and interference; electromagnetic spectrum; sound waves. Electromagnetism: charges; Coulomb's law; electric field and potential; current and resistance; Ohm's law; magnetic field; magnetic force on moving charges and current-carrying conductors; Faraday's law and Lenz's law. |
| Teaching/Learning Methodology | Lecture: Fundamentals in mechanics, waves and electromagnetism will be explained. Examples will be used to illustrate the concepts and ideas in the lecture. Students are free to request help. Homework problem sets will be given. Student-centered Tutorial: Students will work on a set of problems in tutorials. Students are encouraged to solve problems and to use their own knowledge to verify their solutions before seeking assistance. These problem sets provide them opportunities to apply their knowledge gained from the lecture. They also help the students to consolidate what they have learned. Furthermore, students can develop a deeper understanding of the subject in relation to daily life phenomena or experience. |

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|--|---|-------------|---|---|---|---|---|---|
| Assessment Methods in Alignment with Intended Learning Outcomes | e-learning: In order to enhance the effectiveness of teaching and learning processes, electronic means and multimedia technologies would be adopted for presentations of lectures; communication between students and lecturer; delivery of handouts, homework and notices etc. | | | | | | | |
| | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | | |
| | | | a | b | c | d | e | |
| 1. Continuous assessment | 40% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2. Examination | 60% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Total | 100% | | | | | | | |
| Student Study Effort Expected | Continuous assessment: The continuous assessment includes assignments, quizzes and test(s) which aim at checking the progress of students' study throughout the course, assisting them in fulfilling the learning outcomes. Assignments in general include end-of-chapter problems, which are used to reinforce and assess the concepts and skills acquired by the students; and to let them know the level of understanding that they are expected to reach. At least one test would be administered during the course of the subject as a means of timely checking of learning progress by referring to the intended outcomes, and as means of checking how effective the students digest and consolidate the materials taught in the class. Examination: This is a major assessment component of the subject. It would be a closed-book examination. Complicated formulas would be given to avoid rote memory, such that the emphasis of assessment would be put on testing the understanding, analysis and problem solving ability of the students. | | | | | | | |
| | Class contact: | | | | | | | |
| | ▪ Lecture | 33 Hrs. | | | | | | |
| ▪ Tutorial | 6 Hrs. | | | | | | | |
| Other student study effort: | | | | | | | | |
| ▪ Self-study | 81 Hrs. | | | | | | | |
| Total student study effort | 120 Hrs. | | | | | | | |
| Reading List and References | 1. John D. Cutnell & Kenneth W. Johnson, Introduction to Physics, 9th edition, 2013, John Wiley & Sons. 2. Hewitt, Conceptual Physics, 11th edition, 2010, Benjamin Cummings. | | | | | | | |

Subject Description Form

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|---|--|
| Subject Code | AP10008 |
| Subject Title | University Physics I |
| Credit Value | 3 |
| Level | 1 |
| Pre-requisite/ Co-requisite/ Exclusion | Nil |
| Objectives | This course provides a broad foundation in mechanics and thermal physics to those students who are going to study science, engineering, or related programmes. |
| Intended Learning Outcomes | Upon completion of the subject, students will be able to: (a) solve simple problems in single-particle mechanics using calculus and vectors; (b) solve problems in mechanics of many-particle systems using calculus and vectors; (c) understand simple harmonic motion and solve simple problems; (d) solve problems related to acoustic standing waves; (e) calculate changes in frequency received due to Doppler's effect; (f) apply ideal gas laws to solve problems; (g) apply the first law of thermodynamics to simple processes; and (h) solve simple problems related to the cyclic processes. |
| Subject Synopsis/ Indicative Syllabus | Mechanics: calculus-based kinematics, dynamics and Newton's laws; calculus-based Newtonian mechanics, involving the application of impulse, momentum, work and energy, etc.; conservation law; gravitational force; systems of particles; collisions; rigid body rotation; angular momentum; oscillations and simple harmonic motion; pendulum; statics; longitudinal and transverse waves; travelling wave and standing wave; Doppler effect; sound waves and beats. Thermal physics: conduction, convection and radiation; black body radiation; ideal gas and kinetic theory; work, heat and internal energy; first law of thermodynamics; entropy and the second law of thermodynamics; Carnot cycle; heat engine and refrigerators. |
| Teaching/Learning Methodology | Lecture: Fundamentals in mechanics, waves and electromagnetism will be explained. Examples will be used to illustrate the concepts and ideas in the lecture. Students are free to request help. Homework problem sets will be given. Student-centered Tutorial: Students will work on a set of problems in tutorials. Students are encouraged to solve problems and to use their own knowledge to verify their solutions before seeking assistance. These problem sets provide them opportunities to apply their knowledge gained from the lecture. They also help the students to consolidate what they have learned. Furthermore, students can develop a deeper understanding of the subject in relation to daily life phenomena or experience. e-learning: In order to enhance the effectiveness of teaching and learning processes, electronic means and multimedia technologies would be adopted for presentations of lectures; communication between students and lecturer; delivery of handouts, homework and notices etc. |

| | | | | | | | | | | |
|--|---|-------------|---|---|---|---|---|---|---|---|
| Assessment Methods in Alignment with Intended Learning Outcomes | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | | | | |
| | 1. Continuous assessment | 40% | a | b | c | d | e | f | g | h |
| | 2. Examination | 60% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Total | 100% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Student Study Effort Expected | Class contact: | | | | | | | | | |
| | <ul style="list-style-type: none"> ▪ Lecture ▪ Tutorial Other student study effort: | | | | | | | | | |
| Reading List and References | <ul style="list-style-type: none"> ▪ Self-study Total student study effort: | | | | | | | | | |
| | <ol style="list-style-type: none"> 1. John W. Jewett and Raymond A. Serway, "Physics for Scientists and Engineers", 2014, 9th edition, Brooks/Cole Cengage Learning. 2. Hafez A. Radi, John O. Rasmussen, "Principles of physics: for scientists and engineers", 2013, Springer. 3. W. Bauer and G.D. Westfall, "University Physics with Modern Physics", 2011, McGraw-Hill. | | | | | | | | | |

Continuous assessment:
 The continuous assessment includes assignments, quizzes and test(s) which aim at checking the progress of students' study throughout the course, assisting them in fulfilling the learning outcomes.
 Assignments in general include end-of-chapter problems, which are used to reinforce and assess the concepts and skills acquired by the students; and to let them know the level of understanding that they are expected to reach.

At least one test would be administered during the course of the subject as a means of timely checking of learning progress by referring to the intended outcomes, and as means of checking how effective the students digest and consolidate the materials taught in the class.

Examination: This is a major assessment component of the subject. It would be a closed-book examination. Complicated formulas would be given to avoid rote memory, such that the emphasis of assessment would be put on testing the understanding, analysis and problem solving ability of the students.

Subject Description Form

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| Subject Code | AP10009 |
| Subject Title | University Physics II |
| Credit Value | 3 |
| Level | I |
| Pre-requisite/ Co-requisite/ Exclusion | Nil |
| Objectives | To provide students with fundamental knowledge in physics focusing on the topics of waves and electromagnetism. This course prepares students to study science, engineering or related programmes. |
| Intended Learning Outcomes | Upon completion of the subject, students will be able to: a. apply simple laws in optics to explain image formation; b. understand phenomena related to the wave character of light; c. solve problems in electrostatics; d. solve problems on interaction between current and magnetic field; e. apply electromagnetic induction to various phenomena; and f. solve problems in simple circuits. |
| Subject Synopsis/ Indicative Syllabus | Waves and optics: nature of light, reflection and refraction; Snell's law; image formation by mirrors and lenses; compound lens; microscope and telescope; superposition of waves; Huygen's principle; interference and diffraction; diffraction grating; Rayleigh's criterion and optical resolution; polarization. Electromagnetism: charge and Field; Coulomb's law and Gauss' law; electrostatic field and potential difference; capacitors and dielectric; current and resistance; Ohm's law; electromotive force, potential difference; Lorentz force; magnetic force on moving charges and current; Hall effect; Biot-Savart law and Ampere's law; Faraday's law and Lenz's law; induction; transformers; AC circuits and applications. |
| Teaching/Learning Methodology | Lecture: The fundamentals in optics and electromagnetism will be explained. Examples will be used to illustrate the concepts and ideas in the lecture. Students are free to request help. Homework problem sets will be given. Student-centered Tutorial: Students will work on a set of problems in tutorials. Students are encouraged to solve problems and to use their own knowledge to verify their solutions before seeking assistance. These problem sets provide them opportunities to apply their knowledge gained from the lecture. They also help the students to consolidate what they have learned. Furthermore, students can develop a deeper understanding of the subject in relation to daily life phenomena or experience. e-learning: In order to enhance the effectiveness of teaching and learning processes, electronic means and multimedia technologies would be adopted for presentations of lectures; communication between students and lecturer; delivery of handouts, homework and notices etc. |

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|--|---|---|---|---|---|---|---|----------|
| Assessment Methods in Alignment with Intended Learning Outcomes | Specific assessment methods/tasks | Intended subject learning outcomes to be assessed | a | b | c | d | e | f |
| | 1. Continuous assessment | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 2. Examination | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| | Total | 100% | | | | | | |
| Student Study Effort Expected | Class contact: | | | | | | | |
| | ▪ Lecture | | | | | | | 33 Hrs. |
| | ▪ Tutorial | | | | | | | 6 Hrs. |
| | Other student study effort: | | | | | | | |
| Reading List and References | ▪ Self-study | | | | | | | 81 Hrs. |
| | Total student study effort | | | | | | | 120 Hrs. |
| | 1. John W. Jewett and Raymond A. Serway, "Physics for Scientists and Engineers", 2014, 9th edition, Brooks/Cole Cengage Learning. | | | | | | | |
| | 2. Hafez A. Razi, John O. Rasmussen, "Principles of physics: for scientists and engineers", 2013, Springer. | | | | | | | |
| | 3. W. Bauer and G.D. Westfall, "University Physics with Modern Physics", 2011, McGraw-Hill. | | | | | | | |

Continuous assessment:

The continuous assessment includes assignments, quizzes and test(s) which aim at checking the progress of students' study throughout the course, assisting them in fulfilling the learning outcomes.
Assignments in general include end-of-chapter problems, which are used to reinforce and assess the concepts and skills acquired by the students; and to let them know the level of understanding that they are expected to reach.
At least one test would be administered during the course of the subject as a means of timely checking of learning progress by referring to the intended outcomes, and as means of checking how effective the students digest and consolidate the materials taught in the class.

Examination:

This is a major assessment component of the subject. It would be a closed-book examination. Complicated formulas would be given to avoid rote memory, such that the emphasis of assessment would be put on testing the understanding, analysis and problem solving ability of the students.

Subject Description Form

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| Subject Code | CBS1101P |
| Subject Title | Fundamentals of Chinese Communication (大學中文傳意) |
| Credit Value | 3 |
| Level | 1 |
| Pre-requisite/Co-requisite/Exclusion | Remarks: For students entering with HKDSE Chinese subject result at Level 3 or equivalent |
| Objectives | This subject aims to foster students' communicative competence in using both written and spoken Chinese to communicate effectively, appropriately, flexibly and politely in real situated social settings. |
| Subject Intended Learning Outcomes | Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> Develop effective communication skills in written Chinese required for basic usage in the workplace such as email-letter, notice, news release, report, discussion, presentation and negotiation; Master the written format, organization, language and style of expression of various genres of Chinese practical writing such as official correspondences, publicity materials, reports and proposals for communication; Give formal presentation in Putonghua effectively and appropriately; Engage in formal discussion in Putonghua effectively and politely. |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> Enhancement of Basic Competence in Written Chinese and Skill of Summarizing Written Chinese for Practical Purposes <ul style="list-style-type: none"> Format, organization, language of each genre; Coherence in Chinese writing Style of expression of different genres such as official correspondences, publicity materials; Context dependent stylistic variation Appropriateness in communication Enhancement of Basic Skills in Putonghua Pronunciation Formal Presentation in Putonghua <ul style="list-style-type: none"> Choice of words in Putonghua The flow of speaking Manner of speaking and gesture Formal Discussion in Putonghua <ul style="list-style-type: none"> Identification of main idea and key messages Evaluation of relevancy of information in a message Skills of summarizing Agreeing/disagreeing/answering to questions politely <p>The subject will be conducted in Putonghua, in highly interactive seminars. The subject will motivate the students' active participation by assigning group presentation /discussion in class. In a forum-like format, students are guided to:</p> <ol style="list-style-type: none"> present to the class, their understanding of each genre designed for the syllabus for discussions and improvement; |
| Teaching/Learning Methodology | |

| <p>(2) modify passages in a given genre/style into other genres/styles for addressing different audiences and purposes;</p> <p>(3) give a power-point presentation in Putonghua in front of the whole class, then receive on spot feedback for discussion and improvement;</p> <p>(4) prepare a written report/proposal on the same topic;</p> <p>(5) engage in formal discussion in Putonghua on topics related to current issues and/or business operation;</p> <p>(6) produce a written document on the same topic using a chosen genre.</p> <p>E-learning materials for enhancing students' proficiency in both Putonghua and written Chinese are included in Chinese LCR teaching. Students are expected to follow teachers' guidelines and get access to the materials on e-Learning platform for self-study on voluntary basis.</p> | <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> <table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Written Assignment</td> <td>35%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Oral Presentation</td> <td>35%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Final Examination</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | a | b | c | d | 1. Written Assignment | 35% | ✓ | ✓ | | | 2. Oral Presentation | 35% | | | ✓ | ✓ | 3. Final Examination | 30% | ✓ | ✓ | ✓ | ✓ | Total | 100% | | | | | <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Both written assignments and oral presentation will focus on the functions of communication and the appropriateness of language used in authentic social settings. The final examination aims to obtain an objective measurement of students' basic competence in the use of Putonghua and written Chinese. It emphasizes on the accuracy of expression in both spoken and written forms. Explanations and exercises are provided in classroom teaching.</p> <p>Students obtaining a subject pass must pass both components, i.e. the continuous assessment and examination of the subject. Students will get failure of the subject if he/she fails in either one of the two components.</p> | <p>Class contact:</p> <ul style="list-style-type: none"> Seminar <p>Additional activity:</p> <ul style="list-style-type: none"> e-Learning in Putonghua and Written Chinese <p>Other student study effort:</p> <ul style="list-style-type: none"> Outside Class Practice Self-study <p>Total student study effort</p> | <p>39 Hrs.</p> <p>9 Hrs.</p> <p>39 Hrs.</p> <p>126 Hrs.</p> |
|--|--|-----------------------------------|-------------|---|-------------|---|--|---|---|---|---|-----------------------|-----|---|---|--|--|----------------------|-----|--|--|---|---|----------------------|-----|---|---|---|---|-------|------|--|--|--|--|---|---|---|
| | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Written Assignment | 35% | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Oral Presentation | 35% | | | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Final Examination | 30% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Student Study Effort Expected</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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|---|---|
| <p>Reading List and References</p> | <ol style="list-style-type: none"> 1. 于成鯤、陳瑞端、秦扶一、金振邦主編：《當代應用文寫作規範叢書》，復旦大學出版社，2011年。 2. 鍾文佳：《漢語口才學》，西南師範大學出版社，2004年。 3. 李白堅、丁迪蒙：《大學體型寫作訓練規程》，上海大學出版社，2004年。 4. 于成鯤主編：《現代應用文》，復旦大學出版社，2003年。 5. 邢福義、汪國勝主編：《現代漢語》，華東師範大學出版社，2003年。 6. 陳瑞端著：《生活錯別字》，中華書局，2000年。 7. 李軍華：《口才學》，華中理工大學出版社，1996年。 8. 陳建民：《說話的藝術》，語文出版社，1994年。 9. 邵守義：《演講全書》，吉林人民出版社，1991年。 10. 路德慶主編：《寫作教程》，華東師範大學出版社，1982年。 |
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Subject Description Form

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| Subject Code | CBS1 102P |
| Subject Title | Advanced Communication Skills in Chinese (高階中文傳意) |
| Credit Value | 3 |
| Level | 1 |
| Pre-requisite/ Co-requisite/ Exclusion | Remarks: For students entering with HKDSE Chinese subject result at Level 4 and 5 or equivalent |
| Objectives | This subject aims to develop students' ability to communicate effectively in both Putonghua and written Chinese, with particular reference to the stylistic variations of expression in different communicative settings. |
| Subject Intended Learning Outcomes | Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> Develop effective communication skills in both spoken and written Chinese required for workplace such as email-letter, notice, news release, report, presentation and negotiation as well as other settings such as speech delivery and / or special column in newspaper or magazine. in the business and professional setting; Master the format, organization, language and style of expression of the following genres of Chinese practical writing: argumentative and persuasive writing; Give public speech; Produce a piece of prose. |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> Enhancement of Basic Competence in Written Chinese and Skill of Summarizing Written Chinese for Practical Purposes <ol style="list-style-type: none"> Uses of words and sentences, choice of diction Coherence and thread of thinking in Chinese writing Context dependent stylistic variation Format, organization, language and style of expression of speeches, argumentative & persuasive writing Enhancement of Basic Skills in Putonghua Pronunciation Public Speech <ol style="list-style-type: none"> Contextual elements: the audiences, the purpose and the topic Identification of key points and collection of supporting information Articulation and flow of speaking Choice of words, manner and gesture Using of visual aids Handling of question and answer session Creative Writing <ol style="list-style-type: none"> The language, the structure and style of expression in creative writing <p>The subject will be conducted in highly interactive seminars. The subject will motivate the students' active participation by assigning group presentation /discussion in class. In a forum-like format, students are guided to:</p> <ol style="list-style-type: none"> present to the class, their understanding of each genre designed for the syllabus for discussions and improvement; modify passages in a given genre/style into other genres/styles for addressing different audiences and purposes; |
| Teaching/Learning Methodology | |

| <ol style="list-style-type: none"> prepare a script for public speaking; give a public speech in front of the whole class, then receive on spot feedback for discussion and improvement; engage in formal discussion on topics related to current issues and/or business operation that require persuasive and argumentative skills; produce an argumentative article on the same topic; analyze selected prose in terms of contents, structure and styles of expression. <p>E-learning materials for enhancing students' proficiency in both Putonghua and written Chinese are included in Chinese LCR teaching. Students are expected to follow teachers' guidelines and get access to the materials on e-Learning platform for self-study on voluntary basis.</p> | <table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Prose Writing</td> <td>30%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Formal Speech</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Feature Article</td> <td>15%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>4. Class Participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>5. Final Examination</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Both written assignments and oral presentation will focus on the functions of communication and the adequacy of language used in authentic social settings. The final examination aims to obtain an objective measurement of students' basic competence in the use of Putonghua and written Chinese. It emphasizes on the accuracy of expression in both spoken and written forms. Explanations and exercises are provided in classroom teaching.</p> <p>Students obtaining a subject pass must pass both components, i.e. the continuous assessment and examination of the subject. Students will get failure of the subject if he/she fails in either one of the two components.</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | a | b | c | d | 1. Prose Writing | 30% | ✓ | ✓ | | | 2. Formal Speech | 15% | ✓ | ✓ | ✓ | | 3. Feature Article | 15% | ✓ | ✓ | | ✓ | 4. Class Participation | 10% | ✓ | ✓ | ✓ | ✓ | 5. Final Examination | 30% | ✓ | ✓ | ✓ | ✓ | Total | 100% | | | | |
|---|---|-----------------------------------|-------------|---|---|--|--|---|---|---|---|------------------|-----|---|---|--|--|------------------|-----|---|---|---|--|--------------------|-----|---|---|--|---|------------------------|-----|---|---|---|---|----------------------|-----|---|---|---|---|-------|------|--|--|--|--|
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Prose Writing | 30% | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Formal Speech | 15% | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Feature Article | 15% | ✓ | ✓ | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Class Participation | 10% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Final Examination | 30% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Aligned Learning Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Student Study Effort Expected | Class contact: | |
| | ▪ Seminar | 39 Hrs. |
| | Additional activity: | |
| | ▪ e-Learning in Putonghua and written Chinese | 9 Hrs. |
| | Other student study effort: | |
| | ▪ Outside Class Practice | 39 Hrs. |
| | ▪ Self-study | 39 Hrs. |
| | Total student study effort | 126 Hrs. |
| Reading List and References | <ol style="list-style-type: none"> 1. 吳禮權：《演講的技巧》，香港：商務印書館，2013年。 2. 李錦昌：《商業溝通與應用文大全》，香港：商務印書館，2012年。 3. 賴蘭香：《傳媒中文寫作》(全新修訂本)，香港：中華書局，2012年。 4. 于成鯤、陳瑞端、秦扶一、金振邦主編：《當代應用文寫作規範叢書》，上海：復旦大學出版社，2011年。 5. 邵敬敏：《現代漢語通論》，上海：上海教育出版社，2007年。 6. 任伯江：《口語傳意權能：人際關係策略與潛力》，香港：香港中文大學出版社，2006年。 7. 裴繼生、方延明主編：《新聞寫作教程》，北京：高等教育出版社，2005年。 8. 宋春陽、孟德東、張志攀：《實用新聞寫作概論》，上海：復旦大學出版社，2004年。 9. 李白堅、丁迪蒙：《大學體型寫作訓練規程》，上海：上海大學出版社，2004年。 10. 鍾文佳：《漢語口才學》，西南師範大學出版社，2004年。 11. 于成鯤主編：《現代應用文》，復旦大學出版社，2003年。 12. 邢福義、汪國勝主編：《現代漢語》，華中師範大學出版社，2003年。 13. 孫光萱：《中國現代散文名家名篇賞讀》，上海：上海教育出版社，2001年。 14. 陳瑞端著：《生活錯別字》，香港：中華書局，2000年。 15. 陳建民：《說話的藝術》，語文出版社，1994年。 | |

Subject Description Form

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| Subject Code | CBS1103P |
| Subject Title | Fundamentals of Chinese Communication for Higher Diploma Students (高級文憑實用中文課程) |
| Credit Value | 3 |
| Level | 1 |
| Pre-requisite/Co-requisite/Exclusion | Remarks: For HD students in 2013-14 cohort and beyond entering with HKDSE Chinese subject result at level 2, or equivalent |
| Objectives | This subject aims to enhance students' basic competence in both written and spoken Chinese in order to communicate effectively, appropriately, flexibly and politely in workplace such as email-letter, notice, news release, report, discussion, presentation and negotiation. |
| Subject Intended Learning Outcomes | Upon completion of the subject, students will be able to: a. Master correct sentential expressions and choice of words for effective communication through written Chinese; b. Master the format, organization, language and style of expression of various genres of Chinese practical writing such as official correspondences, publicity materials; c. Master the articulation of Putonghua in order to give formal presentation in Putonghua effectively and appropriately; d. Be aware of one's position in formal discussion and express oneself in Putonghua clearly and politely. |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> Enhancement of Basic Competence in Written Chinese and Skill of Summarizing Written Chinese for Practical Purposes <ul style="list-style-type: none"> Uses of words and sentences; Coherence in Chinese writing Format, organization, language Style of expression of official correspondences, publicity materials Context dependent stylistic variation Appropriateness in communication in terms of relation between addresser and addressee, communication goal and manner of expression. Enhancement of Basic Skills in Putonghua Pronunciation Formal Presentation in Putonghua <ul style="list-style-type: none"> articulation in Putonghua flow of speaking Choice of words, manner and gesture Formal Discussion in Putonghua <ul style="list-style-type: none"> Identification of main idea and key messages Evaluation of relevancy of information in a message Skills of seeking clarity/consent/disagreement/answer to a question Skills of summarizing |
| Teaching/Learning Methodology | The subject will be conducted in Putonghua, in highly interactive seminars. The subject will motivate the students' active participation by assigning group presentation /discussion in class. In a forum-like format, students are guided to: |

| <p>(1) present to the class, their understanding of each genre designed for the syllabus for improvement;</p> <p>(2) modify passages in a given genre/style into other genres/styles for addressing different audiences and purposes;</p> <p>(3) give a power-point presentation in Putonghua in front of the whole class, then receive on spot feedback for improvement;</p> <p>(4) prepare a written report/proposal on the same topic;</p> <p>(5) engage in formal discussion in Putonghua on topics related to current issues and/or business operation;</p> <p>(6) produce a written document on the same topic using a chosen genre.</p> <p>E-learning materials for enhancing students' proficiency in both Putonghua and written Chinese are included in Chinese LCR teaching. Students are expected to follow teachers' guidelines and get access to the materials on e-Learning platform for self-study on voluntary basis.</p> | <table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Written Assignment</td> <td>35%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>2. Oral Presentation</td> <td>25%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Class Participation</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Final Examination</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Both written assignments and oral presentation will focus on the functions of communication and the adequacy of language used in authentic social settings. The final examination aims to obtain an objective measurement of students' basic competence in the use of Putonghua and written Chinese. It emphasizes on the accuracy of expression in both spoken and written forms. Explanations and exercises are provided in classroom teaching.</p> <p>Students obtaining a subject pass must pass both components, i.e. the continuous assessment and examination of the subject. Students will get failure of the subject if he/she fails in either one of the two components.</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | a | b | c | d | 1. Written Assignment | 35% | ✓ | ✓ | | | 2. Oral Presentation | 25% | | | ✓ | ✓ | 3. Class Participation | 10% | ✓ | ✓ | ✓ | ✓ | 4. Final Examination | 30% | ✓ | ✓ | ✓ | ✓ | Total | 100% | | | | |
|---|--|-----------------------------------|-------------|---|---|--|--|---|---|---|---|-----------------------|-----|---|---|--|--|----------------------|-----|--|--|---|---|------------------------|-----|---|---|---|---|----------------------|-----|---|---|---|---|-------|------|--|--|--|--|
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| | | a | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Written Assignment | 35% | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 4. Final Examination | 30% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Student Study Effort Expected | Class contact: | |
| | ▪ Seminar | 39 Hrs. |
| | Additional activity: | |
| | ▪ e-Learning in Putonghua and written Chinese | 9 Hrs. |
| | Other student study effort: | |
| | ▪ Outside Class Practice | 39 Hrs. |
| | ▪ Self-study | 39 Hrs. |
| | Total student study effort | 126 Hrs. |
| Reading List and References | <ol style="list-style-type: none"> 1. 于成鯤、陳瑞端、秦扶一、金振邦主編：《當代應用文寫作規範叢書》，復旦大學出版社，2011年。 2. 鍾文佳：《漢語口才學》，西南師範大學出版社，2004年。 3. 李白堅、丁迪蒙：《大學體型寫作訓練規程》，上海大學出版社，2004年。 4. 于成鯤主編：《現代應用文》，復旦大學出版社，2003年。 5. 邢福義、汪國勝主編：《現代漢語》，華東師範大學出版社，2003年。 6. 陳瑞端著：《生活錯別字》，中華書局，2000年。 7. 李軍華：《口才學》，華中理工大學出版社，1996年。 8. 陳建民：《說話的藝術》，語文出版社，1994年。 9. 邵守義：《演講全書》，吉林人民出版社，1991年。 10. 路德慶主編：《寫作教程》，華東師範大學出版社，1982年。 | |

Subject Description Form

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| Subject Code | EE2002C |
| Subject Title | Circuit Analysis |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite/ Co-requisite/ Exclusion | Nil |
| Objectives | <ol style="list-style-type: none"> 1. Introduce fundamental circuit theory. 2. Develop ability for solving problems involving electric circuits. 3. Develop skills for experimentation on electric circuits. |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Acquire a good understanding of fundamental circuit theory. b. Solve simple problems in electric circuits. c. Use suitable instrumentation to carry out experimental investigations to validate the theoretical investigations. |
| Subject Synopsis/ Indicative Syllabus | <p>Syllabus:</p> <ol style="list-style-type: none"> 1. <u>DC Circuits</u> Introduction to electric circuits. Voltage and current as two basic variables. Kirchhoff's current and voltage laws. Independent and dependent sources. Simple circuit styles: voltage divider, current divider, series and parallel circuits. Nodal and mesh analyses. Thévenin and Norton theorems. Power dissipation. Source loading and maximum power transfer. 2. Capacitance, Inductance and First Order Transients Constitutive relations of capacitor and inductor. Introduction to time-varying circuits. Simple RC and LC circuits. Important concept of independent state variables. First-order differential equation (with simple solution of exponential form). First order transient analysis. Time-domain solution and transient behaviour of first order circuits. 3. <u>Mutual Inductance and Transformer</u> Basic coupled inductance equation. Concept of ideal transformer (assuming sinusoidal voltages and currents). Dot convention. Physical transformer as ideal transformer with leakage and magnetizing inductances. Applications in galvanic isolation and voltage/current level conversion. 4. <u>Steady-state Analysis of AC Circuits</u> Average and rms values. Phasors (rotating vectors). Steady-state analysis of circuits driven by single fixed frequency sinusoidal sources. Impedance and admittance. Analysis approach 1: phasor diagrams for simple circuits. Analysis approach 2: systematic complex number analysis, i.e. same treatment as DC circuits but with complex numbers representing phase and magnitude of AC voltages and currents. Real and reactive powers. Power factor. Three-phase circuits. |

| <p>5. <u>Electrical Measurement</u> Measurement uncertainties. Resistance measurement: Four-probe measurement and Wheatstone Bridge. Capacitance and inductance measurement using AC Bridges. Power Measurement. Measuring three-phase power by two-wattmeter method.</p> <p>Laboratory Experiments:</p> <ol style="list-style-type: none"> 1. Kirchhoff's laws and the maximum power transfer theorem 2. Transients in RC and RL circuits 3. AC Circuits and Transformer Tests | <table border="1"> <tr> <td rowspan="4">Teaching/ Learning Methodology</td> <td>1, 2</td> <td>In lectures, students are introduced to the <i>knowledge</i> of the subject, and <i>comprehension</i> is strengthened with interactive Q&A and short quizzes.</td> </tr> <tr> <td>1, 2</td> <td>In tutorials, students <i>apply</i> what they have learnt in solving the problems given by the tutor.</td> </tr> <tr> <td>2, 3</td> <td>Students <i>acquire</i> hands-on experience in using electronic equipment and <i>apply</i> what they have learnt in lectures/tutorials to experimentally validate the theoretical investigations.</td> </tr> <tr> <td>1, 2</td> <td>Through working assignment and homework, students will develop a firm understanding and <i>comprehension</i> of the <i>knowledge</i> taught.</td> </tr> </table> | Teaching/ Learning Methodology | 1, 2 | In lectures, students are introduced to the <i>knowledge</i> of the subject, and <i>comprehension</i> is strengthened with interactive Q&A and short quizzes. | 1, 2 | In tutorials, students <i>apply</i> what they have learnt in solving the problems given by the tutor. | 2, 3 | Students <i>acquire</i> hands-on experience in using electronic equipment and <i>apply</i> what they have learnt in lectures/tutorials to experimentally validate the theoretical investigations. | 1, 2 | Through working assignment and homework, students will develop a firm understanding and <i>comprehension</i> of the <i>knowledge</i> taught. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|--|---|---|------|---|------|---|------|--|--|--|--|--|---------------|----|---|--|--|--------------------------------|-----|--|---|---|---------------------|-----|--|---|--|----------------|-----|---|--|---|-------|------|--|--|--|
| Teaching/ Learning Methodology | 1, 2 | | In lectures, students are introduced to the <i>knowledge</i> of the subject, and <i>comprehension</i> is strengthened with interactive Q&A and short quizzes. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | 2, 3 | | Students <i>acquire</i> hands-on experience in using electronic equipment and <i>apply</i> what they have learnt in lectures/tutorials to experimentally validate the theoretical investigations. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1, 2 | Through working assignment and homework, students will develop a firm understanding and <i>comprehension</i> of the <i>knowledge</i> taught. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> | <table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/task</th> <th rowspan="2">% Weighting</th> <th colspan="3">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>1. Continuous Assessment (Total 40%)</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>▪ Assignments</td> <td>5%</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>▪ Laboratory works and reports</td> <td>15%</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>▪ Mid-semester test</td> <td>20%</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>2. Examination</td> <td>60%</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> | Specific assessment methods/task | % Weighting | Intended subject learning outcomes to be assessed | | | 1 | 2 | 3 | 1. Continuous Assessment (Total 40%) | | | | | ▪ Assignments | 5% | ✓ | | | ▪ Laboratory works and reports | 15% | | ✓ | ✓ | ▪ Mid-semester test | 20% | | ✓ | | 2. Examination | 60% | ✓ | | ✓ | Total | 100% | | | |
| Specific assessment methods/task | % Weighting | | | Intended subject learning outcomes to be assessed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Continuous Assessment (Total 40%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ▪ Assignments | 5% | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ▪ Laboratory works and reports | 15% | | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ▪ Mid-semester test | 20% | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Examination | 60% | ✓ | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Specific assessment methods/task | Remark | | | | | | | | | | | | | | | | |
|--------------------------------------|---|----------------|--|-----------|---------|------------|--------|--------------|--------|-----------------------------|--|----------------------------|---------|------------------|---------|-----------------------------|---------|
| Assignment/Homework | Assignments/Homework are given to students to assess their competence level of <i>knowledge</i> and <i>comprehension</i> . The criteria (i.e. <i>what</i> to be demonstrated) and level (i.e. the <i>extent</i>) of achievement will be graded according to six levels: (A+ and A), Good (B+ and B), Satisfactory (C+ and C), Marginal (D) and Failure (F). These will be made known to the students before an assignment/homework is given. Feedback about their performance will be given promptly to students to help them improvement their learning. | | | | | | | | | | | | | | | | |
| Laboratory works and reports | Students will be required to perform three experiments and submit a report on one of the experiments. Expectation and grading criteria will be given as in the case of assignment/homework. | | | | | | | | | | | | | | | | |
| Mid-semester test | There will be a mid-semester test to evaluate students' achievement of all the learning outcomes and give feedback to them for prompt improvement. Expectation and grading criteria will be given as in the case of assignment/homework. | | | | | | | | | | | | | | | | |
| Examination | There will be an examination to assess students' achievement of all the learning outcomes. These are mainly summative in nature. Expectation and grading criteria will be given as in the case of assignment/homework. | | | | | | | | | | | | | | | | |
| Student Study Effort Expected | <table border="1"> <tbody> <tr> <td data-bbox="821 1400 869 1915">Class contact:</td> <td data-bbox="869 1400 1508 1915"></td> </tr> <tr> <td data-bbox="821 1332 869 1915">▪ Lecture</td> <td data-bbox="869 1332 1508 1915">22 Hrs.</td> </tr> <tr> <td data-bbox="821 1288 869 1915">▪ Tutorial</td> <td data-bbox="869 1288 1508 1915">8 Hrs.</td> </tr> <tr> <td data-bbox="821 1243 869 1915">▪ Laboratory</td> <td data-bbox="869 1243 1508 1915">9 Hrs.</td> </tr> <tr> <td data-bbox="821 1173 869 1915">Other student study effort:</td> <td data-bbox="869 1173 1508 1915"></td> </tr> <tr> <td data-bbox="821 1108 869 1915">▪ Revision and Assignments</td> <td data-bbox="869 1108 1508 1915">40 Hrs.</td> </tr> <tr> <td data-bbox="821 1064 869 1915">▪ Report Writing</td> <td data-bbox="869 1064 1508 1915">12 Hrs.</td> </tr> <tr> <td data-bbox="821 1019 869 1915">Total student study effort:</td> <td data-bbox="869 1019 1508 1915">91 Hrs.</td> </tr> </tbody> </table> | Class contact: | | ▪ Lecture | 22 Hrs. | ▪ Tutorial | 8 Hrs. | ▪ Laboratory | 9 Hrs. | Other student study effort: | | ▪ Revision and Assignments | 40 Hrs. | ▪ Report Writing | 12 Hrs. | Total student study effort: | 91 Hrs. |
| Class contact: | | | | | | | | | | | | | | | | | |
| ▪ Lecture | 22 Hrs. | | | | | | | | | | | | | | | | |
| ▪ Tutorial | 8 Hrs. | | | | | | | | | | | | | | | | |
| ▪ Laboratory | 9 Hrs. | | | | | | | | | | | | | | | | |
| Other student study effort: | | | | | | | | | | | | | | | | | |
| ▪ Revision and Assignments | 40 Hrs. | | | | | | | | | | | | | | | | |
| ▪ Report Writing | 12 Hrs. | | | | | | | | | | | | | | | | |
| Total student study effort: | 91 Hrs. | | | | | | | | | | | | | | | | |
| | <p data-bbox="821 1173 869 1915">Textbook:</p> <ol data-bbox="869 1173 1508 1915" style="list-style-type: none"> <li data-bbox="869 1173 1508 1915">C.K. Alexander and M.N.O. Sadiku, Fundamentals of Electric Circuits, 5th Edition, New York: McGraw-Hill, 2013. <p data-bbox="821 1108 869 1915">References:</p> <ol data-bbox="869 1108 1508 1915" style="list-style-type: none"> <li data-bbox="869 1108 1508 1915">W.H. Hayt, J.E. Kemmerly and S.M. Durbin, Engineering Circuit Analysis, 8th ed., New York: McGraw-Hill, 2012. <li data-bbox="869 1064 1508 1915">G. Rizzoni, Fundamentals of Electrical Engineering, First Edition, New York: McGraw-Hill, 2009. <li data-bbox="869 1019 1508 1915">A.H. Robbins and W.C. Miller, <i>Circuit Analysis: Theory and Practice</i>, Thomson Learning, 5th ed., 2013. | | | | | | | | | | | | | | | | |
| | <p data-bbox="821 1173 869 1915">Reading List and References</p> | | | | | | | | | | | | | | | | |

Subject Description Form

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| Subject Code | EE2003C |
| Subject Title | Electronics |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite/ Co-requisite/ Exclusion | Pre-requisite: EE2002C |
| Objectives | <ol style="list-style-type: none"> To introduce the principles, techniques, and skills for the operations, analysis, and experimentation of semiconductor-based electronic devices and circuits. To introduce the principles and techniques for the implementation of frequency domain analysis on first-order ac circuits with sinusoidal driving sources. |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Describe the fundamental principles for the operations of semiconductor-based electronic devices and circuits. Apply the appropriate techniques for the analysis of semiconductor-based electronic devices and circuits. Implement the frequency domain analysis on first-order ac circuits with sinusoidal driving sources. Conduct relevant laboratory experiments and report the findings with appropriate techniques and tools. |
| Subject Synopsis/ Indicative Syllabus | <p>Syllabus:</p> <ol style="list-style-type: none"> Diodes and Diode Circuits Semiconductor materials and properties. Properties of p-n junctions. Structure, operation and characteristics of p-n junction diodes. Ideal and practical p-n junction diodes. Analysis of basic diode circuits. Analysis of specific diode circuits. Load line concept and analysis. Bipolar Junction Transistors (BJTs) and BJT Amplifiers Structures, operations and characteristics of n-p-n and p-n-p BJTs. DC analysis, load line and design techniques of BJT circuits. DC biasing schemes. Basic configurations, operations and characteristics of BJT amplifiers. AC analysis, load line and design techniques. Small-signal equivalent circuits and parameters. Small-signal voltage gain, current gain, input resistance and output resistance. Loading effect. Metal-Oxide-Semiconductor Field-Effect Transistors (MOSFETs) and MOSFET Amplifiers Structures, operations and characteristics of n-channel and p-channel MOSFETs. DC analysis, load line and design techniques of MOSFET circuits. DC biasing schemes. Basic configurations, operations and characteristics of MOSFET amplifiers. AC analysis, load line and design techniques. Small-signal equivalent circuits and parameters. Small-signal voltage gain, current gain, input resistance and output resistance. Loading effect. |

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|---|---|---|---|---|---|---|---------|---|-------------|---------|--|---|---|---------|---|-----------------------------------|-------------|---|--------------------------|-----|---|---|----------------|-----|---|---|-------|------|--|--|
| <ol style="list-style-type: none"> Operational Amplifiers (Op-Amps) and Op-Amp Circuits Transistor-level diagram and basic operation of op-amps. Ideal and practical op-amp equivalent circuits and characteristics. Golden rules. Basic op-amp circuits: inverting, non-inverting, summing, difference, integrating and differentiating amplifiers. Specific op-amp circuits: voltage follower, current-to-voltage converter, voltage-to-current converter, instrumentation amplifier, etc. Design applications. Frequency Domain Analysis Power, voltage and current gains on linear and logarithmic scales. Concepts of “bel” and “decibel”. Concepts of time t, angular frequency ω and complex angular frequency s domains. Transfer functions in ω and s domains. Introduction to Bode plot. Derivation of transfer functions of first-order ac circuits with sinusoidal driving sources. Implementation of Bode magnitude and phase plots. Concepts of pole and zero, corner/cutoff frequency as well as bandwidth. <p>Laboratory Experiments:</p> <ol style="list-style-type: none"> EE2003-E01: Basic Diode Circuits. EE2003-E02: Design of a Small-Signal Common-Emitter BJT Amplifier. EE2003-E03: Op-Amp Circuits. | <table border="1"> <tr> <td rowspan="3">Teaching/ Learning Methodology</td> <td>Lectures, supplemented with interactive questions and answers</td> <td>1, 2, 3</td> <td>In lectures, students are introduced to the <i>knowledge</i> of the subject, and <i>comprehension</i> is strengthened with interactive Q&A.</td> </tr> <tr> <td>Tutorials, where problems are discussed and are given to students for them to solve</td> <td>1, 2, 3</td> <td>In tutorials, students <i>apply</i> what they have learnt in solving the problems given by the tutor.</td> </tr> <tr> <td>Assignments</td> <td>1, 2, 3</td> <td>Through working assignments, students will develop a firm understanding and <i>comprehension</i> of the <i>knowledge</i> taught.</td> </tr> <tr> <td rowspan="3">Assessment Methods in Intended Learning Outcomes</td> <td>Laboratory sessions, where students will perform experimental verifications. They will have to record results and write a report on one of the experiments.</td> <td>1, 2, 4</td> <td>Students acquire hands-on experience in using electronic equipment and apply what they have learnt in lectures/tutorials to experimentally validate the theoretical investigations.</td> </tr> <tr> <td>Specific assessment methods/tasks</td> <td>% Weighting</td> <td>Intended subject learning outcomes to be assessed</td> </tr> <tr> <td>1. Continuous Assessment</td> <td>40%</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Examination</td> <td>60%</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> </tr> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> | Teaching/ Learning Methodology | Lectures, supplemented with interactive questions and answers | 1, 2, 3 | In lectures, students are introduced to the <i>knowledge</i> of the subject, and <i>comprehension</i> is strengthened with interactive Q&A. | Tutorials, where problems are discussed and are given to students for them to solve | 1, 2, 3 | In tutorials, students <i>apply</i> what they have learnt in solving the problems given by the tutor. | Assignments | 1, 2, 3 | Through working assignments, students will develop a firm understanding and <i>comprehension</i> of the <i>knowledge</i> taught. | Assessment Methods in Intended Learning Outcomes | Laboratory sessions, where students will perform experimental verifications. They will have to record results and write a report on one of the experiments. | 1, 2, 4 | Students acquire hands-on experience in using electronic equipment and apply what they have learnt in lectures/tutorials to experimentally validate the theoretical investigations. | Specific assessment methods/tasks | % Weighting | Intended subject learning outcomes to be assessed | 1. Continuous Assessment | 40% | ✓ | ✓ | 2. Examination | 60% | ✓ | ✓ | Total | 100% | | |
| Teaching/ Learning Methodology | Lectures, supplemented with interactive questions and answers | | 1, 2, 3 | In lectures, students are introduced to the <i>knowledge</i> of the subject, and <i>comprehension</i> is strengthened with interactive Q&A. | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | Assignments | 1, 2, 3 | Through working assignments, students will develop a firm understanding and <i>comprehension</i> of the <i>knowledge</i> taught. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Intended Learning Outcomes | Laboratory sessions, where students will perform experimental verifications. They will have to record results and write a report on one of the experiments. | 1, 2, 4 | Students acquire hands-on experience in using electronic equipment and apply what they have learnt in lectures/tutorials to experimentally validate the theoretical investigations. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Specific assessment methods/tasks | % Weighting | Intended subject learning outcomes to be assessed | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1. Continuous Assessment | 40% | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Examination | 60% | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Specific assessment methods/tasks | Remark |
|---|--|
| Assignments | Assignments are given to students to assess their competence level of <i>knowledge</i> and <i>comprehension</i> . The criteria (i.e. <i>what</i> to be demonstrated) and level (i.e. the <i>extent</i>) of achievement will be graded according to six levels: (A+ and A), Good (B+ and B), Satisfactory (C+ and C), Marginal (D) and Failure (F). These will be made known to the students before an assignment is given. Feedback about their performance will be given promptly to students to help them improve their learning. |
| Laboratory works and reports | Students will be required to perform three experiments and submit a report on one of the experiments. Expectation and grading criteria will be given as in the case of assignments. |
| Test | There will be test(s) to evaluate students' achievement of all the learning outcomes and give feedback to them for prompt improvement. Expectation and grading criteria will be given as in the case of assignments. |
| Examination | There will be an examination to assess students' achievement of all the learning outcomes. These are mainly summative in nature. Expectation and grading criteria will be given as in the case of assignments. |
| Class contact: | |
| ▪ Lecture | 24 Hrs. |
| ▪ Tutorial | 6 Hrs. |
| ▪ Laboratory | 9 Hrs. |
| Other student study effort: | |
| ▪ Revision | 41 Hrs. |
| ▪ Tutorial & Assignments | 12 Hrs. |
| ▪ Laboratory logbook & report writings | 8 Hrs. |
| Total student study effort | |
| 100 Hrs. | |
| Textbook: | |
| 1. Donald A. Neamen, <i>Microelectronics: Circuit Analysis and Design</i> , 3 rd ed., Boston: McGraw-Hill, 2010. | |
| References: | |
| 1. G. Rizzoni, <i>Principles and Applications of Electrical Engineering</i> , Fifth Edition, New York: McGraw-Hill, 2006. | |
| 2. W.H. Hayt, J.E. Kemmerly and S.M. Durbin, <i>Engineering Circuit Analysis</i> , 7th ed., New York: McGraw-Hill, 2012. | |
| 3. A.H. Robbins and W.C. Miller, <i>Circuit Analysis: Theory and Practice</i> , Thomson Learning, 5th ed., 2013. | |
| Student Study Effort Expected | |
| Reading List and References | |

Subject Description Form

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| Subject Code | EE2004C |
| Subject Title | Electrical Energy Systems Fundamentals |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite/ Co-requisite/ Exclusion | Pre-requisite: EE2002C |
| Objectives | <ol style="list-style-type: none"> To provide an overview of the supply, utilization, and control of electrical energy. To introduce energy and environmental issues, and assist students in placing these topics and technologies in perspective. |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able:</p> <ol style="list-style-type: none"> To master the fundamental knowledge on electrical energy systems. To identify, analyze, and solve technical problems using mathematics and engineering techniques. To be aware of equipment characteristics and environment issues on modern electrical power systems. To be able to conduct laboratory work in teams and present the findings. |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> Nature of electrical energy system: Power system layout, transmission and distribution structure, role of transformers. The interconnected power system. HVDC transmission. Layout of a substation, distribution structure, overhead lines and cables, circuit breaking, overvoltage protection, protection concepts. Generation, energy & environment: Principles of energy conversion, power plant and busbar layout, types of generators and turbines. Concept of generation control and operating chart. Pumped storage and wind turbine. Renewable and non-renewable sources. Sources of pollution and environmental impacts. Sustainable development. Transformers: Construction and operating principles. Equivalent circuits. Voltage regulation and efficiency. Parallel operation. Three-phase transformers and phase grouping. Per-phase analysis. Autotransformers. Line & cables: Overhead line construction including transposition and bundling. Primary (RLCG) and general (ABCD) parameter calculations. Line equations and performance charts. Corona loss and interference. Cable types and construction. Tariffs: Concepts of tariff design. Tariff structures. Conventional and new tariffs in different utilities. Dynamic tariff, marginal methods and load management concepts. <p>Laboratory Experiment: Experiments on single phase transformer. Experiments on three phase transformer.</p> <p>Case study: The environmental impacts of nuclear power generation. The environmental impacts of fossil fuel power generation. The environmental impacts on the development of large scale hydropower station. Why modern electric power systems are often interconnected. The renewable energy sources which may be used in Hong Kong.</p> |

| Teaching/Learning Methodology | <p>Lectures are the primary means of conveying the basic concepts and knowledge, teaching students the skills in identifying, analyzing and solving technical problems, and providing students feedback in relation to their learning. Laboratory experiments and case studies are designed, as supplement to the lecturing materials, for students to gain practical experiences and be aware of equipment characteristics and environment issues on the modern electrical power system.</p> <table border="1"> <thead> <tr> <th rowspan="2">Teaching/Learning Methodology</th> <th colspan="4">Outcomes</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Case studies</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Experiments</td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> </tbody> </table> | | | | Teaching/Learning Methodology | Outcomes | | | | a | b | c | d | Lectures | ✓ | ✓ | ✓ | ✓ | Case studies | ✓ | ✓ | ✓ | ✓ | Experiments | | | ✓ | ✓ | | | | | | | | | | | | | | | | |
|--|---|-----------------------------------|-------------|---|-------------------------------|---------------------------------|---------|-------------------------|---------|----------------------------|---------|----------------|-----|----------|---|---|---|----------------|--------------|---|---|---|---|-------------------------------|-----|--|---|---|---|-----------------|-----|---|---|---|---|-------|------|--|--|--|--|--|--|--|
| Teaching/Learning Methodology | Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | a | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lectures | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Case studies | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Experiments | | | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | <p>Specific assessment methods/tasks</p> <table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Examination</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Class tests</td> <td>20%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Lab performance and report</td> <td>10%</td> <td></td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Case studies</td> <td>10%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The outcomes on concepts, design and applications are assessed by examinations and tests whilst those on analytical skills, problem solving techniques and practical considerations of electrical energy systems, as well as team work and technical report writing abilities are evaluated by lab performance and reports, and assignment / case study reports.</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | a | b | c | d | 1. Examination | 60% | ✓ | ✓ | ✓ | ✓ | 2. Class tests | 20% | ✓ | ✓ | ✓ | ✓ | 3. Lab performance and report | 10% | | | ✓ | ✓ | 4. Case studies | 10% | ✓ | ✓ | ✓ | ✓ | Total | 100% | | | | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Examination | 60% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Class tests | 20% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Lab performance and report | 10% | | | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Case studies | 10% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Study Effort Expected | <p>Class contact:</p> <ul style="list-style-type: none"> Lecture Laboratory <p>Other student study effort:</p> <ul style="list-style-type: none"> Laboratory preparation / report Case study / Self-study <p>Total student study effort</p> <table border="1"> <tr> <td>Lecture</td> <td>36 Hrs.</td> </tr> <tr> <td>Laboratory</td> <td>3 Hrs.</td> </tr> <tr> <td>Laboratory preparation / report</td> <td>12 Hrs.</td> </tr> <tr> <td>Case study / Self-study</td> <td>46 Hrs.</td> </tr> <tr> <td>Total student study effort</td> <td>97 Hrs.</td> </tr> </table> | Lecture | 36 Hrs. | Laboratory | 3 Hrs. | Laboratory preparation / report | 12 Hrs. | Case study / Self-study | 46 Hrs. | Total student study effort | 97 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lecture | 36 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Laboratory | 3 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Laboratory preparation / report | 12 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Case study / Self-study | 46 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total student study effort | 97 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading List and References | <p>Textbooks:</p> <ol style="list-style-type: none"> J. Grainger, W. D. Stevenson, Power System Analysis, McGraw-Hill, Latest edition B. M. Weedy, B. J. Cory, N. Jenkins, J. B. Ekanayake, G. Strbac, Electric Power Systems, 5th Edition, Wiley, 2012 M. E. El-Hawary, Electrical Energy Systems, 2nd Edition, CRC Press, 2008 <p>Reference books:</p> <ol style="list-style-type: none"> H. Saadat, Power System Analysis, 3rd Edition, McGraw Hill, 2010 A. R. Bergen, V. Vittal, Power System Analysis, 2nd Edition, Prentice-Hall, 2000 J.D. Glover, M. S. Sarma, T.J. Overbye, Power System Analysis and Design, 5th Edition, Cengage Learning, 2011 D.P. Kothari, I.J. Nagrath, Modern Power System Analysis, McGraw-Hill, Latest Edition. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Subject Description Form

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| Subject Code | EE2007C |
| Subject Title | Computer System Fundamentals |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite/Co-requisite/Exclusion | Nil |
| Objectives | <ol style="list-style-type: none"> To enable students to establish a broad knowledge of the organization and components in a computer system. To enable students to understand and apply assembly language programming. To enable students to develop a simple embedded computer system |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Given specifications of an application and the instruction set of the microprocessor, design an assembly program to carry out the necessary operations. Appreciate advanced features of the latest microprocessors and understand functions of basic computer peripherals. Given a set of conditions, design a basic computer system. Think logically and be able to present results in writing. |
| Subject Synopsis/ Indicative Syllabus | <p>Computer Systems Hardware and Operations</p> <ol style="list-style-type: none"> <i>Processor operation and internal architecture:</i> Operations of data registers, buses and data path, operations of ALU and general pipeline architecture. Introduction to structure and operation of a modern microprocessor. <i>Memory organization:</i> Characteristics of current memory technologies. Memory hierarchies and memory decoding mechanism. <i>Input and output systems:</i> Direct I/O system and memory mapped I/O; handshaking control, programmed I/O; interrupt and polling mechanisms. <i>Microprocessor hardware and interfacing:</i> System bus organization and interfacing techniques, CPU bus timing, system bus structure, design of input/output system. Interface and operations of LSI chips applied in a computer system including: interrupt controller, timer, UART and PIO. <p>Assembly Language Programming</p> <ol style="list-style-type: none"> <i>Memory addressing space and data representation:</i> Internal registers of 8086, Addressing modes in 8086 software model. <i>Assembly language program:</i> Basic elements of an assembly language program, instruction mnemonics and directives, arithmetic operations and logical operations. <i>Coding and debugging:</i> Conversion of source programs to machine codes, use of software debugging monitor, Compilation of assembly source program, linking of object files. |

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| Teaching/Learning Methodology | Laboratory Experiment: Perform basic input/output operations of a microcontroller by assembly language programming. Speed control of a DC motor using a microcontroller and assembly language programming. Implement the interrupt service program in an embedded microcontroller. | | | | | |
| | Lectures and tutorials are the primary means of conveying the basic concepts and theories. Experiences on design, practical applications and programming are given through experiments, in which the students are expected to solve design problems with real-life constraints and to attain feasible solutions with critical and analytical thinking. Interactive laboratory sessions are introduced to encourage better preparation and hence understanding of the experiments. On-the-spot assessments are conducted in the laboratory to provide additional incentives for student learning. Experiments are designed to supplement the lecturing materials, especially in assembly language programming, so that the students are encouraged to take extra readings and to look for relevant information. | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | Teaching/Learning Methodology | Outcomes | | | | |
| | | a | b | c | d | |
| | Lectures and tutorials | ✓ | ✓ | ✓ | | |
| | Tutorials | ✓ | ✓ | ✓ | | |
| | Experiments | ✓ | | | ✓ | |
| Student Study Effort Expected | Specific assessment methods/tasks | % Weighting | Intended subject learning outcomes to be assessed | | | |
| | 1. Examination | 60% | a | b | c | d |
| | 2. Test | 15% | ✓ | ✓ | ✓ | |
| | 3. Laboratory performance & report | 15% | ✓ | | | ✓ |
| | 4. Exercises | 10% | ✓ | | | ✓ |
| | Total | 100% | | | | |
| It is a fundamental computer architecture subject. The outcomes on concepts, design and applications are assessed by the usual means of examination and test whilst those on analytical skills, problem-solving techniques and practical considerations of programming, as well as technical reporting are evaluated by experiments, and the report. | | | | | | |
| Class contact: | | | | | | |
| <ul style="list-style-type: none"> Lecture/ Tutorial | | | | | | |
| <ul style="list-style-type: none"> Laboratory | | | | | | |
| Other student study effort: | | | | | | |
| <ul style="list-style-type: none"> Laboratory preparation/report | | | | | | |
| <ul style="list-style-type: none"> Self-study | | | | | | |
| Total student study effort | | | | | | |
| 30 Hrs. | | | | | | |
| 9 Hrs. | | | | | | |
| 12 Hrs. | | | | | | |
| 45 Hrs. | | | | | | |
| 96 Hrs. | | | | | | |

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| <p>Reading List and References</p> | <p>Textbook:</p> <ol style="list-style-type: none"> 1. C. Hamacher, Z. Vranesic, S. Zaky, and N. Manjikian, Computer Organization and Embedded Systems, 6th Edition, McGraw-Hill, 2012 2. J.L. Hennessy and D.A. Patterson, Computer Architecture: A Quantitative Approach, 5th Edition, Elsevier, 2012 3. B.B. Brey, The Intel Microprocessors Architecture, Programming, and Interfacing, 8th Edition, Prentice Hall, 2008 4. K.R. Irvine, Assembly Language for Intel-Based Computers, 5th Edition, Prentice Hall, 2006 <p>References:</p> <ol style="list-style-type: none"> 1. A.K. Ray, Advanced Microprocessors & Peripherals, McGraw-Hill, 2006 2. R.J. Tocci and F.J. Ambrosio, Microprocessors and Microcomputers: Hardware and Software, 6th Edition, Prentice Hall, 2003 3. W.A. Triebel and A. Singh, The 8088 and 8086 Microprocessors: Programming, Interfacing, Software, Hardware, and Applications, 4th Edition, Prentice Hall, 2003 |
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Subject Description Form

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| Subject Code | EE2009C |
| Subject Title | Group Project |
| Credit Value | 6 |
| Level | 2 |
| Pre-requisite/ Co-requisite/ Exclusion | Pre-requisite: The student should have completed most of the subjects required in Year 1 of the programme including the online tutorial on academic integrity before taking this subject. The enrollment of this subject is subjected to the approval of the Project Coordinator |
| Objectives | To provide an opportunity for students: <ol style="list-style-type: none"> to apply specialized professional engineering knowledge as a group in the creative design, implementation, monitoring and evaluation of an engineering project, to achieve this goal, students are required to identify key engineering problems, to solve them and to communicate the findings in oral and written report format, and to work effectively and efficiently as a team for a technical project (students are normally grouped into teams of three.) |
| Subject Intended Learning Outcomes | Upon completion of the subject, students will be able to: <ol style="list-style-type: none"> apply specialized knowledge; identify key engineering problems, to solve them and to communicate what is achieved orally and in a written report; monitor the progress of project from concept to final implementation and testing; synthesize and apply their knowledge, analytical and practical skills gained in various disciplines; build team spirit, confidence and develop professionalism by successfully completing the project. |
| Subject Synopsis/ Indicative Syllabus | <p>Choice of Project</p> <p>Projects are proposed by academic staff, or jointly by student and staff; Industrial experience and staff research and consultancy activities are fertile ground for ideas. Project proposals must include an abstract, objectives, describe the method of approach, describe any innovative features, and provide an estimation of cost.</p> <p>The suitability of a proposal may be judged by factors such as its intellectual level, level of difficulty in technical aspects, relevance to the aims of the programme, practicality in terms of time, funding and availability of resources.</p> <p>Project Plan</p> <p>At the beginning of the project, students are required to submit a clear project plan (formal project proposal). The plan should not be too long but should cover such matters as:</p> <ul style="list-style-type: none"> an abstract and clear objectives of the project; brief literature survey, background theory; suggested methods to solve the problem; preliminary time schedule; cost estimate; references |

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| | <p>Interim Progress Report</p> <p>A progress report submitted between the end of the 1st semester and the start of the 2nd semester, when students produce a summary of their progress to date. This gives the supervisor a more formal opportunity than at discussions to indicate his assessment of students' progress and to eliminate discrepancies if necessary. Problem cases are brought to the notice of the project coordinator by supervisors.</p> <p>Final Project Report</p> <p>A good project schedule includes adequate time for preparing a report of the appropriate standard. The final report should be submitted before the examination period. These will be given to the Assessment Panel (see Assessment below) for understanding of the students' work and for assessment purpose. To ensure that the project report is prepared properly and of appropriate standard, student group must first submit a draft of the report to the supervisor for comments before final submission.</p> <p>At the end of the project, each project is assessed by an Assessment Panel of three members, including a Chairman, an independent examiner and the project Supervisor. The Chairman and the independent examiner should have sufficient knowledge of the subject area, so as to form an independent opinion of the technical merit of the project and to independently assess achievements.</p> <p>The Project Supervisor will provide information on students' progress, initiative and ability to work independently. The Supervisor will also be in a position to contribute views on the students' technical achievement. All members of the Assessment Panel will read the project report before the assessment meeting. The Assessment Panel will reach their decision after:</p> <ul style="list-style-type: none"> listening to the students' presentation (could be a video clip), examining students orally during the poster presentation, and evaluate the project's outcome based on a demonstration (could be a video clip). <p>Assessment</p> <p>In assessing the project, the panel will typically consider the following aspects:</p> <ol style="list-style-type: none"> Intellectual achievement; In-depth understanding of the topic and relevant allied topics; Quantity and quality of work done, including design and construction of equipment, experimentation, mathematical models, program writing, verification; Presentation including the written report, presentation and response to questions. <p>The Chairman will ensure that all aspects of the project are thoroughly discussed by the Panel before arriving at a consensus on an overall grade to be awarded to the project. In arriving at their decision, the Panel will bear in mind their experiences in respect of the achievements in other projects in the Department in the current and previous years.</p> <p>If no consensus arises as to the overall grade to be awarded to the project, each panel member (i.e. the Chairman, the project supervisor and the independent examiner) will independently award grades to the project on an assessment form with written justification for their grades. A grade from the Assessment Panel will then be derived by averaging (with the same weight) the conversion marks for the grades given by the three academics constituting the Assessment Panel.</p> <p>Method of Assessment: 100% continuous assessment</p> <p>(I) Formal Project Proposal</p> <p>Students are required to submit a formal project proposal when the project commences. This will contribute to 5% of the final grade.</p> |
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| | <p>The contents of the proposal should include:</p> <ol style="list-style-type: none"> An abstract and aims of the project Proposed specifications of the product (no matter it is a hardware or software project) Summary of the literature search done up-to-date. Proposed approach/methodology to be used Some brief descriptions on the theory of the approach/methodology Time table / schedule of your work of the entire project References <p>Assessment Criteria</p> <ol style="list-style-type: none"> <i>Literature review.</i> <i>Problem definition.</i> <i>Writing quality.</i> <p>(II) The Interim Progress Report</p> <p>Students are also required to submit an interim progress report at about the middle of project duration. This will contribute to 15% of the final grade.</p> <p>The contents of the progress report should include:</p> <ol style="list-style-type: none"> An abstract and aims of the project (especially any change from the original aims). Brief outline of the theory. Work that has been carried out up to the date. The system design and the block diagram of the system, plus some brief descriptions on the theory. Difficulties encountered and the measures taken to solve them. Proposed schedule for the rest of the work up to the end of the project. Difficulties expected in the coming period. References <p>Assessment Criteria</p> <ol style="list-style-type: none"> <i>Method: alternatives and feasibility.</i> <i>Design / Implementation / Results.</i> <i>Project management.</i> <i>Writing quality.</i> <p>(III) The Final Report</p> <p>In writing a report it is advisable to form a framework for the report first. You may start with the formation of the titles of the chapters. Then you proceed on to decide the titles and structure of the sections within each chapter. Continuing the process, each section may be further expanded into appropriate sub-sections, divisions and sub-divisions etc., until a complete framework is formed. The final report will contribute to 50% of the final grade.</p> <p>The content of the final report includes:</p> <ol style="list-style-type: none"> An abstract and aims of the project (especially any change from the original aims). The motivation behind the project and a brief outline of the project work. A summary of work done or developed in the project (not work done by others). The system design and the block diagram of the system, plus some brief descriptions on the theory. Testing and simulation results. Comments on results obtained. Difficulties encountered and the measures taken to solve them. The achievement of the project, the conclusions from the work and suggestions for further work. Materials which are closely related to the contents of the report, and which are themselves self-contained, may be included in the report as appendices. |
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| <p>Teaching/Learning Methodology</p> | <p>J. A list of the references referred to the source of information in the report. This is compulsory.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> <i>Literature research</i> <i>Technical concept/knowledge/application, intellectual level</i> <i>Problem identification, initiative and progress</i> <i>Organization and writing quality</i> <p>(IV) The Presentation and Demonstration</p> <p>The students should keep the presentation concise and interesting through good use of visual aids and multimedia, logic flow of ideas, and appropriate control of the pace. Show good mastering of topics and avoid undue pauses. The students should be able to elaborate on technical details in answering questions. Good pronunciation and intonation are desirable. Be courteous during the poster presentation.</p> <p>Hardware must be neatly built and laid out and there is good engineering sense in hardware implementation. Circuits / software should function properly, and experiments should be able to support fulfillment of project objectives.</p> <p>The presentation and demonstration will contribute to 30% of the final grade.</p> <p>Assessment Criteria</p> <ol style="list-style-type: none"> <i>Technical concept/knowledge/application</i> <i>Intellectual level, response to questions</i> <i>Demonstration and engineering accomplishment</i> <i>Presentation skill and language competence.</i> <p>Note 1: Each project group has to submit/carry out all the above four components before the group is considered to pass the FYP.</p> <p>Note 2: The final grade for the FYP will be calculated by taking the weighted average of the grades from the above four components.</p> <p>Note 3: Although it is a group project, different grades may be awarded to different members of the group if it is found that contributions from different members vary significantly.</p> <p>As the nature of the subject implies, there will not be many formal lectures in the subject, other than a few hours of briefings on general information, some official procedures in administration of the project and some techniques on information/components searching. Students learn the technical contents by a substantial number of individual discussions with their project supervisors and a large number of hours of self-learning. The planning of the project will be carried under the direction of the supervisor. Through the execution of the project plan with guidance from the supervisor, the student should be able to achieve the learning outcomes.</p> <table border="1" data-bbox="1141 67 1380 784"> <thead> <tr> <th rowspan="2">Teaching/Learning Methodology</th> <th colspan="6">Outcomes</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>Discussion with the project Supervisor</td> <td>✓</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Writing of the project proposal</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Writing of the interim report</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Writing of the final report</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Presentation and demonstration</td> <td></td> <td>✓</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table> | Teaching/Learning Methodology | Outcomes | | | | | | a | b | c | d | e | f | Discussion with the project Supervisor | ✓ | | ✓ | | | | Writing of the project proposal | ✓ | ✓ | ✓ | | ✓ | | Writing of the interim report | ✓ | ✓ | ✓ | ✓ | ✓ | | Writing of the final report | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | Presentation and demonstration | | ✓ | | | | ✓ |
|---|---|-------------------------------|----------|---|---|---|--|--|---|---|---|---|---|---|--|---|--|---|--|--|--|---------------------------------|---|---|---|--|---|--|-------------------------------|---|---|---|---|---|--|-----------------------------|---|---|---|---|---|---|--------------------------------|--|---|--|--|--|---|
| Teaching/Learning Methodology | Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | a | b | c | d | e | f | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Discussion with the project Supervisor | ✓ | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing of the project proposal | ✓ | ✓ | ✓ | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing of the interim report | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing of the final report | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Presentation and demonstration | | ✓ | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Assessment Methods, its alignment of Intended Subject Learning Outcomes | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | | | |
|--|---|-------------|---|---|---|---|---|---|---|
| | | | a | b | c | d | e | f | |
| | 1. Formal project proposal | 5% | | ✓ | | | | | |
| | 2. Interim progress report | 15% | | ✓ | ✓ | ✓ | | | |
| | 3. Final report | 50% | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | 4. Presentation and demonstration | 30% | ✓ | ✓ | | | | | ✓ |
| | Total | 100% | | | | | | | |
| Assessment criteria for each of the above assessment methods are as listed in one of above sections. | | | | | | | | | |
| Student Study Effort Expected | Class contact: | | | | | | | | |
| | ▪ Briefings | 3 Hrs. | | | | | | | |
| | ▪ Group discussions with supervisor | 24 Hrs. | | | | | | | |
| | Other student study effort: | | | | | | | | |
| | ▪ Information search, self-study, execution of the project, report writing, preparation of presentation | 133 Hrs. | | | | | | | |
| | Total student study effort | 160 Hrs. | | | | | | | |
| Reading List and References | Nil | | | | | | | | |

Subject Description Form

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|---|---|
| Subject Code | EE3002C |
| Subject Title | Electromechanical Energy Conversion |
| Credit Value | 3 |
| Level | 3 |
| Pre-requisite/ Co-requisite/ Exclusion | Nil |
| Objectives | <ol style="list-style-type: none"> 1. To provide students a general knowledge on common types of electric machines. 2. To provide students the basic techniques of steady-state electric machine analysis. |
| Subject Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Explain the construction, operating principles, performance characteristics, control and applications of transformers and major types of rotating electric machines. b. Analyse the steady-state performance of electric machines using appropriate equivalent circuit models. c. Operate practical electric machines and to conduct relevant tests and experiments. d. Present results of electric machine studies in the form of tables, graphs, and written reports. |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> 1. Introduction: Principles of motors and generators. Materials for electric machines. Types of electric machines and applications. Losses and efficiency. 2. Machine rating: Temperature rise and cooling methods. Heating and cooling curves. Thermal ratings. Machine nameplate. 3. Windings: Phase and commutator windings. Winding factors. E.m.f. equation. Harmonics. Production of rotating field. 4. D.C. machines: Construction. E.m.f. equation. Armature reaction and commutation. Characteristics of shunt, series and compound machines. Testing. Speed control. Universal motor. Brushless d.c. motor. 5. Synchronous machines: Construction. Synchronous impedance. Voltage regulation. Synchronising. Performance on infinite busbars. Power/load angle relationship. Stability. Synchronous motor. 6. Induction machines: Squirrel cage and wound-rotor types. Equivalent circuit. Torque-slip relationship. Starting, braking and generating. Testing. Speed control. Single-phase induction motors. <p>Laboratory Experiments: Load test, efficiency and speed control of a d.c. motor. Performance evaluation of a three-phase cage induction motor. Synchronous motor V-curves. Temperature rise and ratings.</p> |

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|--|--|-------------|---|---|---|---------|
| Teaching/Learning Methodology | Delivery of the subject is mainly through formal lectures and complemented by tutorials. Excel programmes are used to clarify concepts of electric machines learnt and for conducting 'what-if' analysis. Laboratory work provides students hands-on experience in operation and control of practical machines, while report-writing enables students to practise written and graphic presentation skills. | | | | | |
| | Teaching/Learning Methodology | | Outcomes | | | |
| | Lectures | a | b | c | d | |
| | Tutorials | ✓ | ✓ | ✓ | | |
| | Laboratory work | ✓ | ✓ | ✓ | ✓ | |
| Assessment Methods in Aligned with Intended Learning Outcomes | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | |
| | 1. Examination | 60% | a | b | c | d |
| | 2. Mid-term Test | 20% | ✓ | ✓ | ✓ | ✓ |
| | 3. Laboratory work and reports | 15% | ✓ | ✓ | ✓ | ✓ |
| | 4. Assignment | 5% | ✓ | ✓ | ✓ | ✓ |
| | Total | 100% | | | | |
| | It is a fundamental subject on electric machines and transformers. The outcomes on concepts, operating principles and applications are assessed by the usual means of assignment, tests, and examination. The outcomes on practical operation of electric machines and technical communication are evaluated by laboratory work and reports. | | | | | |
| Student Study Effort Expected | Class contact: | | | | | |
| | ▪ Lecture/Tutorial | | | | | 33 Hrs. |
| | ▪ Laboratory | | | | | 6 Hrs. |
| | Other student study effort: | | | | | |
| | ▪ Revision, self-study, and assignment | | | | | 42 Hrs. |
| | ▪ Write-up of laboratory reports | | | | | 18 Hrs. |
| | Total student study effort | | | | | 99 Hrs. |
| Reading List and References | Reference books: | | | | | |
| | <ol style="list-style-type: none"> 1. M.S. Sarma and M.K. Pathak, Electric Machines, 2nd Edition, Cengage Learning, 2010 2. S.A. Nasar, Schaum's Outline of Theory and Problems of Electric Machines and Electromechanics, 2nd Edition, McGraw-Hill, 1998 | | | | | |

Subject Description Form

| | |
|---|--|
| Subject Code | EE3003C |
| Subject Title | Power Electronics and Drives |
| Credit Value | 3 |
| Level | 3 |
| Pre-requisite/ Co-requisite/ Exclusion | Nil |
| Objectives | <ol style="list-style-type: none"> To understand the characteristics and operation of power electronics devices. To expose the students to the conversion and utilization of large amount of electrical power using latest power semiconductor devices and modern control techniques. To ensure the students develop an understanding of various drive systems. |
| Subject Intended Learning Outcomes | <p>Upon completion of the subject, students will:</p> <ol style="list-style-type: none"> Be able to explain both verbally and in written form major semiconductor devices that can be used as switches, and their electrical characteristics which include basic idealised models as well as extension to some important non-ideal characteristics. Be able to explain the processes of efficient energy conversion through the use of power semiconductor switches. Be able to apply the concepts of switching power conversion to analyse a variety of circuits including: <ol style="list-style-type: none"> DC to DC conversion AC to DC conversion DC to AC conversion Be able to present the results of study and experiments in the form of a technical report. |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> Power electronics fundamentals: power conversion, energy balance principle, review of fundamentals. Power semiconductor devices: Diodes, power transistor, MOSFET, SCR, GTO, IGBT, switching characteristics. DC-DC converters: Buck, Boost and Buck-Boost DC-DC Converter, Duty Cycle Controller, Switched Mode Power Supply. AC-DC rectifiers: Uncontrolled and controlled single-phase and three-phase rectifiers, terminal characteristics, supply and load interactions. DC/AC inverters: Basic single-phase bridge inverters, voltage and frequency control, harmonic reduction. Electric drive systems: Introduction to electric drives system, applications for conservation of energy, dc electric drives. <p>Laboratory Experiment: DC/DC Buck Converter, Introduction to SCR circuits, PSPICE simulation of SCR Bridge.</p> |

| Teaching/Learning Methodology | <p>Lectures and tutorials are effective teaching methods:</p> <ol style="list-style-type: none"> To provide an overview or outline of the subject. To introduce new concepts and knowledge to the students. To explain difficult ideas and concepts of the subject. To motivate and stimulate students interest. To provide students feedback in relation to their learning. To encourage students' responsibility for their learning by extra reference books reading and computer-based circuit simulations. <p>Laboratory works is an essential ingredient of this subject:</p> <ol style="list-style-type: none"> To supplement the lecturing materials. To add real experience for the students. To provide deep understanding of the subject. To enable students to organise principle and challenge ideas. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-------------|---|---------|-----------------------------------|-------------|---|--|--|---|---|---|--------|----------|----------------|-----|---|---|-----------|---|----------------|-----|---|-------------|---|--|-------------------------------------|-----|---------|--|--|---|-------|------|--|--|--|--|
| | <table border="1"> <thead> <tr> <th rowspan="2">Teaching/Learning Methodology</th> <th colspan="4">Outcomes</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Tutorials</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Experiments</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table> | | | | Teaching/Learning Methodology | Outcomes | | | | a | b | c | d | Lectures | ✓ | ✓ | ✓ | | Tutorials | ✓ | ✓ | ✓ | | Experiments | | | | ✓ | | | | | | | | | | |
| Teaching/Learning Methodology | Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | a | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lectures | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tutorials | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Experiments | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Examination</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>2. Class tests</td> <td>30%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>3. Laboratory performance & reports</td> <td>10%</td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The understanding on theoretical principle and practical considerations, analytical skills and problem solving technique will be evaluated. Examination, class tests, laboratory sections and reports are an integrated approach to validly assess students' performance with respect to the intended subject learning outcomes.</p> | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | a | b | c | d | 1. Examination | 60% | ✓ | ✓ | ✓ | | 2. Class tests | 30% | ✓ | ✓ | ✓ | | 3. Laboratory performance & reports | 10% | | | | ✓ | Total | 100% | | | | |
| | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | | | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Examination | 60% | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Class tests | 30% | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Laboratory performance & reports | 10% | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Study Effort Expected | <p>Class contact:</p> <ul style="list-style-type: none"> Lecture/Tutorial Laboratory <p>Other student study effort:</p> <ul style="list-style-type: none"> Laboratory preparation/report Self-study <p>Total student study effort</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <tbody> <tr> <td></td> <td></td> <td>33 Hrs.</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>6 Hrs.</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>12 Hrs.</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>48 Hrs.</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>99 Hrs.</td> </tr> </tbody> </table> | | | | | | 33 Hrs. | | | | | | 6 Hrs. | | | | | | 12 Hrs. | | | | | 48 Hrs. | | | | | 99 Hrs. | | | | | | | | | |
| | | 33 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | 6 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 12 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 48 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 99 Hrs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading List and References | <p>Textbooks:</p> <ol style="list-style-type: none"> Power Electronics, a First Course - Ned Mohan, Wiley, 2012 Muhammad H. Rashid, Power Electronics: Circuits, Devices and Applications, 3rd Edition, Prentice Hall, 2004 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>Reference books:</p> <ol style="list-style-type: none">1. Bimal K. Bose, Power Electronics and Variable Frequency Drives: Technology and Applications, IEEE Press, 19972. Philip T. Krein, Elements of Power Electronics, Oxford University Press, 19983. R. Krishnan, Electric Motor Drives: Modeling, Analysis, and Control, Prentice-Hall, 20014. Ned. Mohan, Electric Drives: An Integrative Approach, Minnesota Power Electronics Research & Education, 2003 |
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Subject Description Form

| | |
|---|---|
| Subject Code | EE3009C |
| Subject Title | Electrical Services in Buildings |
| Credit Value | 3 |
| Level | 3 |
| Pre-requisite/ Co-requisite/ Exclusion | Nil |
| Objectives | <ol style="list-style-type: none"> To enable students to understand the major design features, operating characteristics and functions of electrical and electronic equipment used in building services. To enable students to implement technical data, regulations, standards and guidance notes prepared by statutory bodies in the design of reliable, safe and efficient electrical power distribution, lightning protection, vertical transportation, lighting and fire fighting systems in buildings. |
| Subject Intended Learning Outcomes | <p>Upon completion of the subject, students will:</p> <ol style="list-style-type: none"> Be able to plan efficient, safe and high quality distribution systems for domestic, commercial and industrial buildings. Be proficient to assess the suitability of different vertical transportation systems and fire fighting systems for buildings. Be able to design and evaluate the effectiveness of lightning protection systems. Be able to integrate the lighting requirements and operating characteristics of light sources to the design of interior lighting and exterior lighting. Be able to search for information in solving technical problems. |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> Power distribution in buildings: System planning, Incoming supply arrangement for domestic, commercial and industrial installations. Economics of HV/LV distributions. Tariffs, maximum demand, load factors and diversity. Earthing systems. Applications of standby generator sets and uninterruptible power supplies. Requirements for safe design: Overview of Supply Rules and Regulations. Electric shock, overcurrent and earth fault protection. Fuse, MCB, MCCB, ACB design and selection criteria. Co-ordination of protection systems. Cable and wiring systems design. Interference and power quality: Installation requirements, grouping, interference, noise suppression and power supply in communication systems. Electromagnetic compatibility. Harmonics and voltage dips issues. Lightning protection systems: Lightning phenomena. Estimation of exposure risk. Requirements for system components. Standards for protection of structures against lightning. Vertical transportation systems: Lift. Hoist and escalator drives. Safety requirements and drive characteristics. Grade of service and round trip time. Lighting: Characteristics of light sources. Classification of luminaries. Lighting control. Interior lighting design. Glare index calculation. Color rendering. Utilization of daylight. Exterior lighting design. Fire Fighting Systems: Outline, regulations, requirements and components of fire fighting systems. Fire sprinkler systems. Heat and smoke detector systems. Fire-fighting gases. |

| Case Study: | <ol style="list-style-type: none"> Distribution systems design for typical buildings in Hong Kong Applications of overcurrent and earth fault protection Co-ordination of various types of protective devices Electrical power quality issues in building services Lightning protection systems design Interior lighting and exterior lighting designs Fire protection for domestic, commercial and industrial buildings | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------------------|-------------|---|---|---|--|---|---|---|---|---|----------|----------------|-----|---|---|---|-----------|---|--------------------|-----|---|---|---------------|---|---|--------------------------|-----|---|---|---|---|---|-------|------|--|--|--|--|--|
| Teaching/Learning Methodology | <p>In lectures and tutorials, materials that emphasize practical problem-solving methods are balanced with materials that emphasize fundamental understanding. Students are expected to take initiative to learn through the process of engagement and participation in lectures and tutorial sessions. Practical designs used in industry, where appropriate, are discussed interactively in class. Mini-Projects are used to enhance students learning experiences and practical applications. They provide students with the opportunity to develop independent design/planning and technical report writing skills pertinent to the field of electrical services in buildings.</p> <table border="1"> <thead> <tr> <th rowspan="2">Teaching/Learning Methodology</th> <th colspan="5">Outcomes</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Tutorials</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Mini-projects</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> </tbody> </table> | Teaching/Learning Methodology | Outcomes | | | | | a | b | c | d | e | Lectures | ✓ | ✓ | ✓ | ✓ | ✓ | Tutorials | ✓ | ✓ | ✓ | ✓ | ✓ | Mini-projects | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | |
| Teaching/Learning Methodology | Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | a | b | c | d | e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lectures | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tutorials | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mini-projects | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> </tr> </thead> <tbody> <tr> <td>1. Examination</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Class Test/Quiz</td> <td>25%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Mini-project & report</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The subject outcomes on planning, design, effectiveness evaluation of electrical services in buildings are assessed by means of examination, quizzes and tests. The outcomes on engineering skills, applications, problem solving techniques, as well as technical writing, are evaluated by mini-project and reports.</p> | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | | a | b | c | d | e | 1. Examination | 60% | ✓ | ✓ | ✓ | ✓ | ✓ | 2. Class Test/Quiz | 25% | ✓ | ✓ | ✓ | ✓ | ✓ | 3. Mini-project & report | 15% | ✓ | ✓ | ✓ | ✓ | ✓ | Total | 100% | | | | | |
| Specific assessment methods/tasks | % weighting | | | Intended subject learning outcomes to be assessed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Examination | 60% | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Class Test/Quiz | 25% | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Mini-project & report | 15% | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Student Study Effort Expected | <p>Class contact:</p> <ul style="list-style-type: none"> Lecture/Tutorial <p>Other student study effort:</p> <ul style="list-style-type: none"> Mini-project discussion/report Self-study <p>Total student study effort</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|------------------------------------|--|
| Reading List and References | Textbooks and Reference books: <ol style="list-style-type: none">1. R. Barrie, Design of Electrical Services for Buildings, Spon Press, 4th Edition, 20052. G. Stokes, Handbook of Electrical Installation Practice, Blackwell Scientific Publication, 4th edition, 20033. G.C. Barney, Elevator Traffic Handbook: Theory and Practice, Routledge, 2nd edition, 20164. J.R. Coaton, Lamps and Lighting, Wiley, 4th edition, 19975. F. Hall, Building Services Handbook, Routledge, 8th edition, 20156. D.C. Pritchard, Lighting, Routledge, 6th edition 1999 |
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Subject Description Form

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|---|---|
| Subject Code | ELC1007 |
| Subject Title | University English for Higher Diploma Students I |
| Credit Value | 3 |
| Level | 1 |
| Pre-requisite/ Co-requisite/ Exclusion | Nil |
| Objectives | This subject aims to help higher diploma students entering with HKDSE English Language Level 2 to study effectively in an English medium tertiary learning environment, and to acquire academic English skills to enable them to further their studies at university. |
| Intended Learning Outcomes | Upon successful completion of the subject, students will be able to: a. refer to academic sources in written texts and oral presentations by using paraphrasing and summarising skills b. select appropriate vocabulary and grammar to achieve an academic style c. plan, write and revise written texts with reference to sources To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present information logically and coherently. |
| Subject Synopsis/ Indicative Syllabus | 1. Written communication Analysing and practising common writing functions; improving the ability of writing topic sentences and employing appropriate strategies for paragraph development; understanding common patterns of organisation in academic writing; taking notes from written and spoken sources; practising summarising and paraphrasing skills; improving coherence and cohesion in writing; developing revision and proofreading skills. 2. Spoken communication Recognising the differences between spoken and written communication in English in university study contexts; identifying and practising verbal and non-verbal interaction strategies in academic oral presentations. 3. Language development Improving and extending relevant features of grammar, vocabulary and pronunciation; developing appropriate academic reading and listening skills. The study method is a combination of seminar, self-access work and online learning. Following a blended delivery approach, activities include teacher input as well as in- and out-of-class work and online learning. Students make use of learning resources to further improve their proficiency and academic English skills. Learning materials developed by the English Language Centre are used throughout the course. Students will be referred to learning resources on the Internet and in the ELC's Centre for Independent Language Learning. Additional reference materials will be recommended as required. |
| Teaching/Learning Methodology | |

| Assessment Methods in Alignment with Intended Learning Outcomes | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | |
|---|-----------------------------------|-------------|---|---|---|
| | | | a | b | c |
| | 1. Short academic texts | 30% | | ✓ | |
| | 2. Academic expository essay | 30% | ✓ | ✓ | ✓ |
| | 3. Academic oral presentation | 40% | ✓ | ✓ | ✓ |
| | Total | 100% | | | |

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:
In order for students to present an effective academic oral presentation with reference to sources in Assessment 1, they will need to read and employ a variety of sources (ref. LOs (a) and (b)). Assessment 2 demonstrates achievement of LO (b) for students to plan, write and revise a short academic text. Assessment 3 necessitates achievement of all LOs in order to write an effective academic expository essay with reference to sources.
In addition to these assessments, students are required to complete further language training, through web-based language work, reading tasks and online reflections. The additional language training offered in online tasks is aligned with all the three LOs. They require students to critically read and summarise information contained in a variety of sources, as required in LOs (a) and (b).

| | | |
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| Student Study Effort Expected | Class contact: <ul style="list-style-type: none"> ▪ Seminars Other student study effort: <ul style="list-style-type: none"> ▪ Self-study/preparation Total student study effort | 39 Hrs. 78 Hrs. 117 Hrs. |
|--------------------------------------|---|--|

| | |
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| Reading List and References | <p><i>Course material:</i></p> <ol style="list-style-type: none"> Learning materials developed by the English Language Centre <p><i>Recommended references:</i></p> <ol style="list-style-type: none"> Boyle, J. & Boyle, L. (1998). <i>Common Spoken English Errors in Hong Kong</i>. Hong Kong: Longman. Hung, T. T. N. (2005). <i>Understanding English grammar: A course book for Chinese learners of English</i>. Hong Kong: Hong Kong University Press. McWhorter, K. T. (2012). <i>The successful writer's handbook</i>. (2nd ed.). Boston, MA: Longman. Templeton, M. (2010). <i>Public speaking and presentations demystified</i>. New York, NY: McGraw-Hill. Zwier, L. J. (2002). <i>Building academic vocabulary</i>. Ann Arbor, MI: University of Michigan Press. |
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Subject Description Form

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|--|---|
| Subject Code | ELC1011 |
| Subject Title | Practical English for University Studies |
| Credit Value | 3 |
| Level | 1 |
| Pre-requisite/Co-requisite/Exclusion | Nil |
| Objectives | This subject aims to develop and enhance students' general proficiency and communication skills in English. A strong focus will be given to enhancing competence and confidence in grammar, vocabulary, pronunciation and fluency. |
| Intended Learning Outcomes | Upon successful completion of the subject, students will be able to: a. improve language accuracy and the ability to identify common errors in written texts b. organise and write accurate and coherent short texts c. use appropriate verbal skills to enhance fluency and accuracy in spoken communication To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present their views logically and coherently. |
| Subject Synopsis/ Indicative Syllabus | 1. Written communication Enhancing the use of accurate and appropriate grammatical structures and vocabulary for various communicative purposes; improving the ability to organise written texts logically; and improving cohesion and coherence in writing. 2. Spoken communication Developing verbal strategies appropriate to the context and level of formality. 3. Reading and listening Understanding the content and structure of information delivered in written and spoken texts; developing effective reading and listening strategies. 4. Language development Improving and extending relevant features of grammar, vocabulary, pronunciation and fluency. The study method is primarily seminar-based. Following a blended delivery approach, activities include teacher input as well as in- and out-of-class individual and group work involving drafting of texts, information search, mini-presentations and discussions. Students will make use of e-learning resources and web-based work to improve their grammar and vocabulary, and other language skills. Learning materials developed by the English Language Centre are used throughout the course. Students will be referred to learning resources on the Internet and in the ELC's Centre for Independent Language Learning. Additional reference materials will be recommended as required. |
| Teaching/Learning Methodology | |

| Assessment Methods in Aligned Learning Outcomes | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | |
|--|--|-------------|---|---|----------|
| | | | a | b | c |
| | 1. In-class grammar tests | 25% | ✓ | ✓ | |
| | 2. Oral assessment | 40% | ✓ | ✓ | ✓ |
| | 3. Writing assessment | 35% | ✓ | ✓ | ✓ |
| | Total | 100 % | | | |
| <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The in-class tests, which assess students' grammar and vocabulary and their ability, necessitate achievement of LOs (a) and (b). The oral assessment assesses students' ability to speak accurately, appropriately and confidently. Students will need to research a topic, organise information from a variety of sources, and present the information as a digital story (ref. LOs (a), (b) and (c)). The writing assessment evaluates students' ability write a longer text in accurate and appropriate grammatical structures (ref. LOs (a) and (b)).</p> <p>In addition to these assessments, students are required to complete further language training through web-based language work. The additional language training offered in online tasks is aligned with all the three LOs and corresponds to their learning in class.</p> | | | | | |
| Student Study Effort Expected | Class contact: | | | | |
| | ▪ Seminar | | | | 39 Hrs. |
| | Other student study effort: | | | | |
| | ▪ Self-study/preparation | | | | 78 Hrs. |
| | Total student study effort | | | | 117 Hrs. |
| Reading List and References | <p><i>Course material</i></p> <p>1. Learning materials developed by the English Language Centre</p> <p><i>Recommended references</i></p> <p>1. Boyle, J. & Boyle, L. (1998). <i>Common Spoken English Errors in Hong Kong</i>. Hong Kong: Longman.</p> <p>2. Brannan, B. (2003). <i>A writer's workshop: Crafting paragraphs, building essays (3rd ed.)</i>. Boston: McGraw-Hill.</p> <p>3. Hancock, M. (2003). <i>English pronunciation in use</i>. Cambridge: Cambridge University Press.</p> <p>4. Nettle, M. and Hopkins, D. (2003). <i>Developing grammar in context: Intermediate</i>. Cambridge: Cambridge University Press.</p> <p>5. Redman, S. (2003). <i>English vocabulary in use: Pre-intermediate and intermediate</i>. Cambridge: Cambridge University Press.</p> <p>6. Powell, M. (2011). <i>Presenting in English. How to get successful presentations</i>. USA. Heinle & Heinle Publishers.</p> | | | | |

Subject Description Form

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|--|---|
| Subject Code | ELC1013 |
| Subject Title | English for University Studies (This subject will be offered in two versions for students who will primarily be using (1) APA/Harvard referencing styles or (2) IEEE/Vancouver referencing styles in their university studies.) |
| Credit Value | 3 |
| Level | 1 |
| Pre-requisite/Co-requisite/Exclusion | Students entering the University with Level 5 from the HKDSE will be exempted from this subject. They can proceed to Advanced English for University Studies (ELC1014). |
| Objectives | This subject aims to help students study effectively in the University's English medium learning environment, and to improve and develop their English language proficiency within a framework of university study contexts. |
| Intended Learning Outcomes | Upon successful completion of the subject, students will be able to: a. refer to sources in written texts and oral presentations b. paraphrase and summarise materials from written and spoken sources c. plan, write and revise expository essays with references to sources d. deliver effective oral presentations |
| Subject Synopsis/ Indicative Syllabus | To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present information logically and coherently. 1. Written communication Analysing and practising common writing functions; improving the ability of writing topic sentences and strategies for paragraph development; understanding common patterns of organisation in expository writing; taking notes from written and spoken sources; practising summarising and paraphrasing skills; improving coherence and cohesion in writing; developing revision and proofreading skills. 2. Spoken communication Recognising the purposes of and differences between spoken and written communication in English in university study contexts; identifying and practising the verbal and non-verbal interaction strategies in oral presentations; developing and applying critical thinking skills to discussions of issues. 3. Language development Improving and extending relevant features of grammar, vocabulary and pronunciation. The study method is primarily seminar-based. Following a blended delivery approach, activities include teacher input as well as in- and out-of-class individual and group work involving drafting and evaluating texts, mini-presentations, discussions and simulations. The process approach to writing is adopted, and students make use of elearning resources to engage in academic discussions and to reflect on their learning. Learning materials developed by the English Language Centre are used throughout the course. Students will be referred to learning resources on the Internet and in the ELC's Centre for Independent Language Learning. Additional reference materials will be recommended as required. |
| Teaching/Learning Methodology | |

| Assessment Methods in Alignment with Intended Learning Outcomes | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | |
|---|-----------------------------------|-------------|---|---|---|---------|
| | | | a | b | c | d |
| | 1. Academic essay 1 | 30% | ✓ | ✓ | ✓ | ✓ |
| | 2. Academic essay 2 | 30% | ✓ | ✓ | ✓ | ✓ |
| | 3. Oral presentation | 40% | ✓ | ✓ | ✓ | ✓ |
| | Total | 100% | | | | |
| <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessments 1 and 2 necessitate achievement of LOs (a), (b) and (c) in order to write an effective academic essay via the process of extending and improving the essay for assessment 1. In order for students to present an effective academic oral presentation, as demanded in assessment 3, they will need to read, note and synthesise from a variety of sources, and refer to those sources in their presentation (ref. LOs (a), (b) and (d)).</p> <p>In addition to these assessments, students are required to complete further language training, through web-based language work, reading tasks and online reflections. The additional language training offered in online tasks is aligned with all the four LOs. In some of the tasks, students to critically read and summarise information contained in a variety of sources, as required in LOs (a) and (b).</p> | | | | | | |
| Student Study Effort Expected | Class contact: | | | | | |
| | ▪ Seminars | | | | | 39 Hrs. |
| Reading List and References | Other student study effort: | | | | | |
| | ▪ Self-study/preparation | | | | | 78 Hrs. |
| | Total student study effort | | | | | 117Hrs. |
| <p><i>Course material:</i></p> <p>1. Learning materials developed by the English Language Centre</p> <p><i>Recommended references:</i></p> <p>1. Bailey, S. (2014). <i>Academic writing: a handbook for international students</i>. Abingdon: Routledge.</p> <p>2. Comford, J. (2001). <i>Effective presentations</i>. Oxford: Cornelsen & Oxford University Press.</p> <p>3. Hung, T. N. (2005). <i>Understanding English grammar: A course book for Chinese learners of English</i>. Hong Kong: Hong Kong University Press.</p> <p>4. Swales, J. M., & Feak, C. B. (2004). <i>Academic writing for graduate students: Essential tasks and skills</i>. Ann Arbor, MI: University of Michigan Press.</p> <p>5. Tang, R. (2012). <i>Academic writing in a second or foreign language: Issues and challenges facing ESL/EFL academic writers in higher education contexts</i>. London: Continuum International Pub.</p> <p>6. Zavier, L. J. (2002). <i>Building academic vocabulary</i>. Ann Arbor, MI: University of Michigan Press.</p> | | | | | | |

Subject Description Form

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| Subject Code | ELC1014 |
| Subject Title | Advanced English for University Studies |
| Credit Value | 3 |
| Level | 1 |
| Pre-requisite/Co-requisite/Exclusion | Pre-requisite: ELC1012 / ELC1013 (unless exempted) |
| Objectives | This subject aims to help students study effectively in the University's English medium learning environment, and to improve and develop their English language proficiency within a framework of university study contexts. |
| Intended Learning Outcomes | Upon successful completion of the subject, students will be able to: <ol style="list-style-type: none"> research relevant academic texts for a topic and integrate the sources into a position argument essay appropriately and effectively; plan, research for, write and revise a position argument essay; and present and justify views effectively in a mini oral defence. <p>To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present and support stance and opinion logically and persuasively.</p> |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> Written communication Developing logical and persuasive arguments; applying a variety of organisation patterns in discursive writing, including the writing of explanatory and evaluative texts; selecting information from academic texts critically; supporting stance; maintaining cohesion and coherence in discursive writing; achieving appropriate style and tone. Spoken communication Enhancing and practising the specific oral and aural skills required to participate effectively in an academic discussion and to present and justify views in an oral defence. Reading and listening Understanding the content and structure of information in oral and written texts; comprehending, inferring and evaluating messages and attitude. Language development Improving and extending relevant features of grammar, vocabulary and pronunciation. <p>The study method is primarily seminar-based. Following a blended delivery approach, activities include teacher input as well as in- and out-of-class individual and group work involving drafting and evaluating texts, mini-presentations, discussions and simulations. The process approach to writing is adopted, and students make use of elearning resources to engage in academic discussions and to reflect on their learning. Learning materials developed by the English Language Centre are used throughout the course. Students will be referred to learning resources on the Internet and in the ELC's Centre for Independent Language Learning. Additional reference materials will be recommended as required.</p> |
| Teaching/Learning Methodology | |

| | | | | | |
|--|---|-------------|---|---|----------|
| Assessment Methods in Alignment with Intended Learning Outcomes | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | |
| | 1. Position Argument Essay (draft) | 20% | a | b | c |
| | 2. Academic Presentation & discussion | 35% | ✓ | ✓ | ✓ |
| | 3. Position Argument Essay (final) | 45% | ✓ | ✓ | ✓ |
| | Total | 100% | | | |
| <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Assessments 1 and 3 assess students' abilities to produce a coherent academic text which requires research, and effective use and referencing of sources (ref. LOs (a) and (b)). Assessment 2 assesses their abilities to plan, present and justify their views in an oral defence (ref. LOs (a) and (c)).</p> <p>In addition to these assessments, students are required to complete further language training through working on their indiwork (independent work out of class) throughout the course. This will involve students in reading texts and subsequent online writing and discussion that align with all three LOs.</p> | | | | | |
| Student Study Effort Expected | Class contact: | | | | |
| | ▪ Seminars | | | | 39 Hrs. |
| | Other student study effort: | | | | |
| | ▪ Self-study/preparation | | | | 78 Hrs. |
| | Total student study effort | | | | 117 Hrs. |
| Reading List and References | <i>Course material:</i> | | | | |
| | <ol style="list-style-type: none"> Learning materials developed by the English Language Centre <p><i>Recommended references:</i></p> <ol style="list-style-type: none"> Davies, B. (2012). <i>Reading research: A user friendly guide for health professionals</i> (5th ed.). Toronto, ON: Elsevier Canada. Faigley, L. (2012). <i>Backpack writing: Reflecting, arguing, informing, analyzing, evaluating</i> (3rd ed.). Boston, MA: Pearson. Madden, C. and Rohlck, T. N. (1997). <i>Discussion and interaction in the academic community</i>. Ann Arbor, MI: University of Michigan Press. McWhorter, K. T. (2007). <i>Academic reading</i> (6th ed.). New York, NY: Pearson/Longman Oshima, A. & Hogue, A. (2006). <i>Writing academic English</i> (4th ed.). White Plains, NY: Pearson/Longman. Reinhart, S. M. (2013). <i>Giving academic presentations</i> (2nd ed.). Ann Arbor, MI: University of Michigan Press. Rost, M. (2013). <i>Active listening</i>. Harlow, England: Pearson. Wood, N. V. (2012). <i>Perspectives on argument</i> (7th ed.). Boston, MA: Pearson. | | | | |

Subject Description Form

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| Subject Code | ELC2011 |
| Subject Title | Advanced English Reading and Writing Skills |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite/Co-requisite/Exclusion | Pre-requisite: ELC1014 |
| Objectives | This subject aims to help students become more effective readers. It focuses on developing students' facility to read a variety of texts in a critical manner, and to be able to discuss the stance of the writer as well as their own reflective response to a text. |
| Intended Learning Outcomes | Upon successful completion of the subject, students will be able to examine a variety of texts, including literary texts, and: a. identify salient ideas and implications, and distinguish unsupported claims from supported ones, and fallacies from valid arguments b. produce critical or interpretative texts which discuss and evaluate texts and writer positions c. write and discuss critical responses to various texts To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present and support stance and opinion. |
| Subject Synopsis/ Indicative Syllabus | 1. Reading strategies Reading intensively to investigate a particular topic and develop an in-depth understanding of issues and stances; reading critically to extract implications, distinguish fact from opinion and fallacies from valid arguments, and to identify writers' assumptions and purposes; analysing issues raised in texts written from different perspectives, including literary texts; reading extensively to appreciate the use of language, acquire information, promote understanding and develop empathy. 2. Writing strategies Presenting views and arguments to educated readers; describing and analysing the structure, meaning and characteristics of a variety of texts; discussing writer intentions. The study method is primarily seminar-based. Following a blended learning approach, activities include teacher input as well as in- and out-of-class individual and group work involving drafting and evaluating texts, mini-presentations and discussions. The process approach to writing is adopted, and students make use of elearning resources to engage in academic discussions and to reflect on their learning. Learning materials developed by the English Language Centre are used throughout the course. Students will be referred to learning resources on the Internet and in the ELC's Centre for Independent Language Learning. Additional reference materials will be recommended as required. |
| Teaching/Learning Methodology | |

| | | | | | |
|---|---|-------------|---|---|----------|
| Assessment Methods in Alignment with Intended Learning Outcomes | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | |
| | 1. Reflective writing | 20% | a | b | c |
| | 2. Analysing texts written in different styles and from various perspectives | 40% | ✓ | | ✓ |
| | 3. Writing a feature article | 40% | ✓ | ✓ | ✓ |
| | Total | 100% | | | |
| Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Assessment 1 requires students to write reflective responses to texts and/or books they have read, and is aligned with LO (c). Assessments 2 and 3 assess LO (a) and involve students employing effective critical reading and thinking skills. Assessment 3 requires students to conduct library/online search and produce a critical text, thus integrating the receptive critical reading skills with the production of a written text which critically assesses the texts they have read. All three assessments assess students' abilities with regard to LO (c) but in different ways, and require students to present and support their interpretation of their reading. | | | | | |
| Student Study Effort Expected | Class contact: | | | | |
| | ▪ Seminars | | | | 39 Hrs. |
| | Other student study effort: | | | | |
| Reading List and References | ▪ Self-study/preparation | | | | 78 Hrs. |
| | Total student study effort | | | | 117 Hrs. |
| | Course material: 1. Learning materials developed by the English Language Centre Recommended references: 1. Best, J. (2001). <i>Damned lies and statistics: Untangling numbers from the media, politicians, and activists</i> . Berkeley, CA: University of California Press. 2. Cooper, S. & Patton, R. (2010). <i>Writing logically, thinking critically</i> . New York, NY: Longman. 3. Damer, T. E. (2009). <i>Attacking faulty reasoning: A practical guide to fallacy-free arguments</i> . Belmont, CA: Wadsworth Cengage Learning. 4. Kennedy, X. J. & Gioia, D. (2010). <i>Literature: An introduction to fiction, poetry, drama, and writing</i> (11 th ed.). New York, NY: Longman. 5. McFealfe, M. (2006). <i>Reading critically at university</i> . Thousand Oaks, CA: Sage. | | | | |

Subject Description Form

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|---|---|
| Subject Code | ELC2012 |
| Subject Title | Persuasive Communication |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite/ Co-requisite/ Exclusion | Pre-requisite: ELC1014 |
| Objectives | This subject aims to help students become more persuasive communicators in a variety of contexts that they may encounter at university and in the workplace. |
| Intended Learning Outcomes | By the end of the subject, students should be able to communicate effectively in an English-medium environment through: <ol style="list-style-type: none"> writing persuasive texts intended for a variety of audiences communicating persuasively in oral contexts make persuasive arguments in formal discussions <p>To achieve these, students are expected to use language and text structure appropriate to the context, select information critically, and present and support stance and opinion.</p> |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> Preparing for effective persuasion Assessing the situation; selecting relevant content; organising ideas and information; selecting an appropriate tone, distance and level of formality to support the communication of messages. Persuasion through writing Developing and practising appropriate language, tone, style and structure; achieving cohesion and coherence. Persuasion through speaking Developing and practising appropriate verbal and non-verbal skills for persuasive oral communication; improving and extending relevant pronunciation features, including articulation, pausing, intonation, word stress and sentence stress. <p>The study method is primarily seminar-based. Activities include teacher input as well as individual and group work involving reading and appreciating texts, discussions and presentations of ideas.</p> <p>Learning materials developed by the English Language Centre are used throughout the course. Students will be referred to learning resources on the Internet and in the ELC's Centre for Independent Language Learning. Additional reference materials will be recommended as required.</p> |
| Teaching/Learning Methodology | |

| Assessment Methods in Alignment with Intended Learning Outcomes | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | |
|---|---|-------------|---|---|----------|
| | | | a | b | c |
| | 1. Speech | 30% | | ✓ | |
| | 2. Persuasive written text | 40% | ✓ | | ✓ |
| | 3. Debate | 30% | | ✓ | |
| | Total | 100 % | | | |
| Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: Assessment 1 is an individual speech. Assessment 2 concentrates on persuasive writing. Assessment 3 examines a different aspect of persuasion, the debate. | | | | | |
| Student Study Effort Expected | Class contact: | | | | |
| | ▪ Seminars | | | | 39 Hrs. |
| | Other student study effort: | | | | |
| | ▪ Self-study/preparation | | | | 78 Hrs. |
| | Total student study effort | | | | 117 Hrs. |
| Reading List and References | <i>Required readings:</i> | | | | |
| | 1. ELC-provided subject materials. | | | | |
| | <i>Other readings:</i> | | | | |
| | 1. Braden, B. L. (1996). <i>Speaking to persuade</i> . Fort Worth, TX: Harcourt Brace College. | | | | |
| | 2. Covino, W.A. (1998). <i>The elements of persuasion</i> . Boston: Allyn and Bacon. | | | | |
| | 3. Edwards, R. E. (2008). <i>Competitive debate: The official guide</i> . New York: Alpha Books. | | | | |
| | 4. Leanne, S. (2008). <i>Say it like Obama: The power of speaking with purpose and vision</i> . New York: McGraw Hill. | | | | |
| | 5. Rogers, W. (2007). <i>Persuasion: messages, receivers, and contexts</i> . Lanham, MD: Rowman & Littlefield Publishers. | | | | |
| | 6. Stiff, J. B. (2003). <i>Persuasive communication</i> (2nd ed.). New York: Guilford Press. | | | | |

Subject Description Form

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|---|--|
| Subject Code | ELC2013 |
| Subject Title | English in Literature and Film |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite/ Co-requisite/ Exclusion | Pre-requisite: ELC1014 |
| Objectives | This subject aims to introduce students to a range of literary genres in English as well as to enable them to consider differences in media representations of genres, and to appreciate and negotiate the meanings of a variety of literary texts. It is also intended that the subject will help students further develop literacy, as well as higher order thinking and life-long learning skills. |
| Intended Learning Outcomes | Upon successful completion of the subject, students will be able to: a. examine and analyse literary texts from different perspectives b. discuss literary techniques employed by writers c. appreciate and articulate differences in textual and visual media representations To achieve the above outcomes, students are expected to use language and text structure appropriate to the context, select information critically, and present and support stance and opinion. |
| Subject Synopsis/ Indicative Syllabus | 1. Written communication Describing and interpreting content and language in literary texts; employing appropriate grammatical structures and vocabulary. 2. Spoken communication Presenting critical evaluation of literary works effectively and convincingly. 3. Reading Developing understanding of and competence in using literary devices such as metaphor, simile and symbolism, via reading literary texts and viewing film versions. 4. Language development Improving fluency and pronunciation, and extending grammatical and lexical competence. |
| Teaching/Learning Methodology | The study method is primarily seminar-based. Following a blended delivery approach, activities include teacher input as well as in- and out-of-class individual and group work involving listening to and viewing a variety of audio-visual sources, reading and drafting texts, conducting internet research, making mini-presentations, participating in discussions, and comparing various representations of literature. Students will make use of e-learning resources and web-based work to further improve their English literacy skills. Learning materials developed by the English Language Centre are used throughout the course. Students will be referred to learning resources on the Internet and in the ELC's Centre for Independent Language Learning. Additional reference materials will be recommended as required. |

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| Assessment Methods in Alignment with Intended Learning Outcomes | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | |
| | 1. Individual paper | 30% | a | b | c |
| | 2. Written test | 40% | ✓ | ✓ | ✓ |
| | 3. Group project | 30% | ✓ | ✓ | ✓ |
| | Total | 100 % | | | |
| Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: In assessment 1, students are required to write an individual paper in which they critically reflect on their reading of prose, and by so doing, demonstrate their achievement of LO (a). Assessments 2 and 3 are aligned with all three LOs. Assessment 2 assesses students' understanding of a literary drama and requires comparison of the merits of its textual and theatrical versions. Assessment 3 is a group project that requires reading and interpretation of more creative literature and presentation of audio-visual sources. | | | | | |
| Student Study Effort Expected | Class contact: | | | | |
| | ▪ Seminars | | | | 39 Hrs. |
| | Other student study effort: | | | | |
| | ▪ Self-study / preparation | | | | 78 Hrs. |
| | Total student study effort | | | | 117 Hrs. |
| Reading List and References | <i>Recommended reading:</i> The PolyU library retains either hardcopies or electronic copies of the following titles. The titles can also be found online. | | | | |
| | 1. Stam, R., and Raengo, A. (eds.). (2004). <i>A companion to literature and film</i> . [electronic source] Blackwell reference online. Malden: Blackwell. Call number PN199.5.3.C65 2004eb http://www.blackwellreference.com/subscriber/uid=262/book?id=p9780631230533_9780631230533&authstatuscode=202 | | | | |
| Other readings will be specified by the ELC teacher, and may contain short fiction, novelettes, plays and poetry. | | | | | |

Subject Description Form

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|---|---|
| Subject Code | ENG2002 |
| Subject Title | Computer Programming |
| Credit Value | 3 |
| Level | 2 |
| Pre-requisite/ Co-requisite/ Exclusion | Nil |
| Objectives | <ol style="list-style-type: none"> To introduce the fundamental concepts of computer programming To equip students with sound skills in C/C++ programming language To equip students with techniques for developing structured and object-oriented computer programs To demonstrate the techniques for implementing engineering applications using computer programs. |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Familiarize themselves with at least one C/C++ programming environment. Be proficient in using the basic constructs of C/C++ to develop a computer program. Be able to develop a structured and documented computer program. Understand the fundamentals of object-oriented programming and be able to apply it in computer program development. Be able to apply the computer programming techniques to solve practical engineering problems. |
| Subject Synopsis/ Indicative Syllabus | <p>Syllabus:</p> <ol style="list-style-type: none"> Introduction to programming - Components of a computer; Programming environment; Process of application development. Bolts and Nuts of C/C++ - Preprocessor; Program code; Functions; Comments; Variables and constants; Expressions and statements; Operators. Program Flow Control - Branching and looping; Function parameters passing; Return values; Local and global variables; Scope of variables. Program Design and Debugging - Structured program design; Debugging a program. Case study: Using the Visual C++ debugger. Basic Object Oriented Programming - Objects and classes; Private versus public; Implementing class methods; Constructors and destructors. Pointer and Array - Stack and Free store; Create and delete objects in the free store; Pointer arithmetic; Passing function arguments by pointer; Returning values by pointer; Array of objects; Array and pointer; Array of pointers; Pointer of array; Character array; Command-line processing. Stream I/O - Input and output as streams; File I/O using streams. |

| Teaching/Learning Methodology | Teaching and Learning Method | Intended Subject Learning Outcome | Remarks | Assessment Methods in Alignment with Intended Learning Outcomes | | | | | | |
|-------------------------------|---|-----------------------------------|--|---|---|---|---|---|---|---|
| | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed | | | | |
| Teaching/Learning Methodology | Lectures, supplemented with short quizzes | 2,3,4 | Students are introduced to the knowledge of computer programming through explanation and illustrative examples. Comprehension of the knowledge is strengthened with short quizzes. Students will be able to monitor the skills of using C/C++ and apply the techniques of developing structured object-oriented applications. | 1. In-class exercises 2. Short-quizzes 3. Programming tests 4. Homework 5. Final examination Total | 10% 15% 30% 15% 30% 100% | 1 | 2 | 3 | 4 | 5 |
| | Laboratories/tutorials where problems are given to students for them to solve | 1,2,3,4,5 | Students apply what they have learnt in lectures and solve problems in exercises. The purpose is to ensure students have captured the important points. Tutors will aid the lecturer in helping the students finishing the exercises, and interactive Q&A will take place. | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Homework, tests and final examination | 1,2,3,4,5 | By doing homework, students will develop a firm understanding and comprehension of the knowledge taught. They will analyse given C/C++ applications and apply knowledge in solving problems. For some design type of problems, they will have to synthesize solutions by evaluating different alternatives. To enhance the students' problem solving skill in a given programming environment, open-book programming tests are arranged regularly. To assure students' understanding of fundamental concepts, a closed-book final examination is arranged. | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |

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|---|--|----------------|--|-------------------------------|---------|-----------------------|---------|-----------------------------|--|-----------------|---------|------------|---------|----------------------------|----------|
| | <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The short-quizzes are for assessing the understanding of fundamental concepts. The in-class exercises are conducted to help students familiarized with the programming language and skills. The programming tests are for assessing the ability of students on solving computer problems through programming within a specified period. Through doing homework, students will be able to experience how to solve computer problems and design solutions by using a systematic approach. The final examination is for assessing the students' ability on using the programming language and analysing computer problems.</p> | | | | | | | | | | | | | | |
| <p>Student Study Effort Expected</p> | <table border="1"> <tr> <td data-bbox="371 1400 467 1912">Class contact:</td> <td data-bbox="371 1180 467 1400"></td> </tr> <tr> <td data-bbox="467 1400 512 1912">▪ Lectures, Tests and Quizzes</td> <td data-bbox="467 1180 512 1400">26 Hrs.</td> </tr> <tr> <td data-bbox="512 1400 563 1912">▪ Laboratory/Tutorial</td> <td data-bbox="512 1180 563 1400">13 Hrs.</td> </tr> <tr> <td data-bbox="563 1400 608 1912">Other student study effort:</td> <td data-bbox="563 1180 608 1400"></td> </tr> <tr> <td data-bbox="608 1400 659 1912">▪ Self-studying</td> <td data-bbox="608 1180 659 1400">57 Hrs.</td> </tr> <tr> <td data-bbox="659 1400 705 1912">▪ Homework</td> <td data-bbox="659 1180 705 1400">14 Hrs.</td> </tr> <tr> <td data-bbox="705 1400 705 1912">Total student study effort</td> <td data-bbox="705 1180 705 1400">110 Hrs.</td> </tr> </table> | Class contact: | | ▪ Lectures, Tests and Quizzes | 26 Hrs. | ▪ Laboratory/Tutorial | 13 Hrs. | Other student study effort: | | ▪ Self-studying | 57 Hrs. | ▪ Homework | 14 Hrs. | Total student study effort | 110 Hrs. |
| Class contact: | | | | | | | | | | | | | | | |
| ▪ Lectures, Tests and Quizzes | 26 Hrs. | | | | | | | | | | | | | | |
| ▪ Laboratory/Tutorial | 13 Hrs. | | | | | | | | | | | | | | |
| Other student study effort: | | | | | | | | | | | | | | | |
| ▪ Self-studying | 57 Hrs. | | | | | | | | | | | | | | |
| ▪ Homework | 14 Hrs. | | | | | | | | | | | | | | |
| Total student study effort | 110 Hrs. | | | | | | | | | | | | | | |
| <p>Reading List and References</p> | <p>Reference Books:</p> <ol style="list-style-type: none"> 1. S. Rao, Sams Teach Yourself C++ in One Hour a Day. Indianapolis, IN: Sams, 2012. 2. P.J. Deitel and H.M. Deitel, <i>C++ How To Program</i>, 9th ed. Boston, MA: Prentice Hall, 2014. 3. J. Liberty and R. Cadenhead, Sams Teach Yourself C++ in 24 hours (5th ed.) Indianapolis, IN: Sams, 2011. 4. I. Horton, Ivor Horton's Beginning Visual C++ 2010 [electronic resource]. Indianapolis, IN: Wiley, 2010. | | | | | | | | | | | | | | |

Subject Description Form

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| | <p>1.2. Electrical Drawing</p> <p>Wiring diagram and wiring table for electronic and electrical installation, functional representation of circuit, system block diagram, electrical and electronic device symbols and layout, architectural wiring diagram with reference to the architectural symbols for electrical drawings in Hong Kong and international standards.</p> <p>2. <u>(TM2009) Industrial Safety</u></p> <p>2.1. Safety Management: Overview, essential elements of safety management, safety training, accident management, and emergency procedures.</p> <p>2.2. Safety Law: F&IU Ordinance and principal regulations, OSH Ordinance and principal regulations.</p> <p>2.3. Occupational Hygiene and Environmental Safety: Noise hazard and control; dust hazard and control; ergonomics of manual handling.</p> <p>2.4. Safety Technology: Mechanical lifting, fire prevention, dangerous substances and chemical safety, machinery hazards and guarding, electrical safety, first aid, job safety analysis, fault tree analysis, personal protective equipment.</p> <p>3. <u>(TM1116) Electronic Product Safety Test and Practice</u></p> <p>3.1 Use of basic electronic test instruments, current and voltage measurements, waveform measurement, power supply and signal sources;</p> <p>3.2 Electronic product safety test method; High Voltage Isolation Test, Insulation Resistance Test, Continuity Test, Leakage Current Measurement, Electrostatic Discharge (ESD) Test.</p> <p>4. <u>(TM0510) Basic Mechatronic Practice</u></p> <p>4.1. Definitions of mechatronics; design and operation of typical mechatronic systems; appreciation of measurement system, actuator system, motor drives, mechanical drives, gear train and linkage, pneumatic and hydraulic systems, signal conditioning, and human-machine interfaces.</p> <p>4.2. Integration of system components using appropriate controller hardware and software such as PLC, PAC, and Microcontroller system; use of simulation software packages for pneumatic and hydraulic circuit design.</p> <p>5. <u>(TM3014) Basic Scientific Computing with MATLAB</u></p> <p>5.1. Overview to scientific computing; introduction to MATLAB; interactive calculations, random number generators, variables, vectors, matrices and string; mathematical operations, polynomial operation, data analysis and curve fitting, file I/O functions. Basic 2D and 3D plots.</p> <p>5.2. M-file programming & debugging; scripts, functions, logic operations, flow control, introduction to graphical user interface.</p> |
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| Subject Code | IC2105 |
| Subject Title | Engineering Communication and Fundamentals |
| Credit Value | 4 Training Credits |
| Level | 2 |
| Pre-requisite/Co-requisite/Exclusion | Nil |
| Objectives | This subject offers a wide spectrum of fundamental engineering practice that are essential for a professional engineer. This subject includes Engineering Drawing and CAD, Industrial Safety and Electronic Product Safety Test and Practice, Basic Mechatronic Practice and Basic Scientific Computing with MATLAB that aims at providing fundamental and necessary technical skills to all year 1 students interested in engineering. |
| Intended Learning Outcomes | Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a) Describe the principles and conventional representation of engineering drawings according to engineering standards and be able to use it as a medium in technical communication and documentation with CAD application, modelling and practice with application in mechanical, industrial systems and electrical engineering; b) Interpret basic occupational health and industrial safety requirements for engineering practice; c) Explain common electronic product safety tests; d) Design and implement simple mechatronic systems with programmable controller, software, actuation devices, sensing devices and mechanism; and e) Apply scientific computing software for computing in science and engineering including visualization and programming; |
| Subject Synopsis/ Indicative Syllabus | <p>Syllabus:</p> <p>1. <u>(TM8059) Engineering Drawing and CAD</u></p> <p>1.1. Fundamentals of Engineering Drawing and CAD Principles of orthographic projection; sectioning; dimensioning; sketching; general tolerances; conventional representation of screw threads and fasteners; types of drawings including part drawing and assembly drawing.</p> <p>Introduction to CAD; features of 2D CAD system (layer; draw; modify; block & attributes; standard library); techniques for the creation of titleblock; setup of 2D plotting; general concepts on 3D computer modeling; parametric feature based solid modeling; construction and detailing of solid features; solid model modification and its limitations; concepts of assembly modeling including bottom up and top down approaches for the generation of parts, subassemblies, and final assembly; virtual validation and simulation, generation of 2D drawings from 3D parts and assemblies; drawing annotation including dimensioning, tolerancing, and part list.</p> |

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|---|---|----------------------|--|----------------------|----------------------|------------------------|---|---|---|---|---|
| <p>Learning Methodology</p> | <p>The teaching and learning methods include lectures, workshop tutorials, and practical works. The lectures are aimed at providing students with an overall and concrete background knowledge required for understanding key issues in engineering communication, use of standard engineering components and systems, and importance of industrial safety. The workshop tutorials are aimed at enhancing students' in-depth knowledge and ability in applying the knowledge and skills to complete specific tasks. The practical works aim at facilitating students to review the diverse topics covered in this course and perform active learning with research, practice, questioning, and problem solving in a unified activity.</p> | | | | | | | | | | |
| <p>Assessment Methods in Alignment with Intended Learning Outcomes</p> | <p>Assessment Methods</p> | <p>% Weighting</p> | <p>Intended Learning Outcomes Assessed</p> <table border="1"> <tr> <td>a</td> <td>b</td> <td>c</td> <td>d</td> <td>e</td> </tr> </table> | | | | a | b | c | d | e |
| a | b | c | d | e | | | | | | | |
| <p>Continuous Assessment</p> | | | | | | | | | | | |
| <p>1. Assignment/Project</p> | <p>Refer to individual Module Description Form</p> | <p>100%</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | | | | | |
| <p>2. Test</p> | | | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | | | | | |
| <p>3. Report/Logbook</p> | | | <p>✓</p> | <p>✓</p> | <p>✓</p> | <p>✓</p> | | | | | |
| <p>Total</p> | | | | | | | | | | | |
| <p>Assessment Methods</p> <p>Remarks</p> | | | | | | | | | | | |
| <p>1. Assignment/Project</p> | <p>The project is designed to facilitate students to reflect and apply the knowledge periodically throughout the training.</p> | | | | | | | | | | |
| <p>2. Test</p> | <p>Test is designed to facilitate students to review the breadth and depth of their understanding on specific topics.</p> | | | | | | | | | | |
| <p>3. Report/Logbook</p> | <p>Report/Logbook is designed to facilitate students to acquire deep understanding on the topics of the training and to present those concepts clearly.</p> | | | | | | | | | | |
| <p>Student Study Effort Expected</p> | <p>Class Contact</p> <ul style="list-style-type: none"> ▪ Mini-lecture 11 Hrs. ▪ In-class Assignment/ Hands-on Practice 40 Hrs. | <p>TM8059</p> | <p>TM2009</p> | <p>TM1116</p> | <p>TM0510</p> | <p>TM3014</p> | | | | | |
| <p>Other Study Effort</p> | | | | | | | | | | | |
| <p>▪ Nil</p> | | | | | | | | | | | |
| <p>Total Study Effort</p> | | | | | | <p>120 Hrs.</p> | | | | | |

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| <p>Reading List and References</p> | <p>Reference Software List:</p> <ol style="list-style-type: none"> 1. AutoCAD from Autodesk Inc. 2. SolidWorks from Dassault Systèmes Solidworks Corp. 3. MATLAB from The Mathworks Inc. <p>Reference Standards and Handbooks:</p> <ol style="list-style-type: none"> 1. BS8888 Technical Product Specification (TPS) Specification. 2. Cecil H. Jensen, et al, Engineering Drawing and Design, McGraw-Hill, 2008. 3. Warrendale, SAE fastener standards manual, Society of Automotive Engineers, 1997. 4. Timothy H Wentzell, et al, Machine Design, Delmar Learning, 2004. 5. Czernik, Daniel, Gaskets: Design, Selection, and Testing, McGraw-Hill, 1995. 6. Michael M. Khonsari, E. Richard Booser, Applied Tribology: Bearing Design and Lubrication, Wiley-Interscience, 2001. 7. IEEE Standard 315 / ANSI Y32.2 / CSA Z99 Graphic Symbols for Electrical and Electronics Diagrams. 8. IEC 61082 Preparation of Documents used in Electrotechnology. <p>Reference Books:</p> <p>Training material, manual and articles published by Industrial Centre.</p> |
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Subject Description Form

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| Subject Code | IC2112 |
| Subject Title | IC Training I (EE) |
| Credit Value | 4 Training Credits |
| Level | 2 |
| Pre-requisite/ Co-requisite/ Exclusion | Nil |
| Objectives | <p>1) To provide trainees with simulated working environments and training of industrial practices in Electrical Engineering;</p> <p>2) This subject covers a wide range of fundamental electrical engineering application technology that including electrical installation practice, lighting and electrical system design, LV switchboard and power monitoring, integral building system and basic electronic practice.</p> |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> identify relevant engineering theories and principles and to apply them in hands-on training exercises to determine system feasibility; compare and contrast conceptual design, develop actual work sequences and methods for various electrical installations; recognize the engineering standards, regulations and practices to undertake the design, construction, testing and commissioning electrical distribution system in buildings; apply intelligent building control technology effectively and evaluate new building automation/intelligent control schemes; and apply their knowledge and skills for system analysis. |
| Subject Synopsis/ Indicative Syllabus | <p><u>(TM0367) Lighting and Electrical System Design</u> Interior lighting design and calculation; daylight illumination consideration; lumens and reflectors; T5, T8 and T11 lamps; energy conservation. Introduction of low-voltage power distribution system and code of practices of electrical design in Hong Kong; examine architectural drawings; design lighting and electrical services; prepare layout drawings and schematics.</p> <p><u>(TM0389) Low-voltage Switchboard and Power Monitoring, AC Control and PLC</u> Specifications, standards and requirements of LV switchboard; IDMTL and electronic protection relays; schematic diagram, testing, commissioning and maintenance. Power monitoring and analysis, noise and harmonics; active filters and real-time capacitor bank. Introduction of programmable controller systems, sensors, actuators, drives, timers, counters, ladder logic programming and testing.</p> <p><u>(TM0383) Integrated Building Systems</u> Proprietary and open systems (BMS, EIB and DALI); sensors and actuators; wiring circuit, scenes control; system design, programming and commissioning; intelligent building system integration.</p> |

| | <p><u>(TM0373) Electrical Installation and Basic Electronic Practice</u> Wiring for conventional low voltage installations and intelligent building control systems (EIB and DALI); final lighting and power circuits, control gears and protective devices; inspection, testing, Identification of electronic circuit components, soldering and de-soldering, Dry film process, Etching process.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--------------------|-------------|-------------------------------------|---|--|--|---|---|---|---|---|--|--|--|--|--|---------------|-----|---|---|---|---|---------|-----|---|---|--|--|--------------------|-----|---|---|--|---|-------|------|--|--|--|--|
| Learning Methodology | <p>The teaching and learning methods include lectures, workshop tutorials, and practical works to convey general principles, techniques and related technologies to students. Their learning knowledge will be strengthened through the practical exercises and case studies in a problem-based format for the development of system integration skills, and to effectively apply those on real world environments.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1"> <thead> <tr> <th rowspan="2">Assessment Methods</th> <th rowspan="2">% Weighting</th> <th colspan="4">Intended Learning Outcomes Assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>TM0367 Lighting and Electrical System Design</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Assignment</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Test</td> <td>30%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Training Report</td> <td>30%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Assessment Methods | % Weighting | Intended Learning Outcomes Assessed | | | | a | b | c | d | TM0367 Lighting and Electrical System Design | | | | | | 1. Assignment | 40% | ✓ | ✓ | ✓ | ✓ | 2. Test | 30% | ✓ | ✓ | | | 3. Training Report | 30% | ✓ | ✓ | | ✓ | Total | 100% | | | | |
| Assessment Methods | % Weighting | | | Intended Learning Outcomes Assessed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TM0367 Lighting and Electrical System Design | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Assignment | 40% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Test | 30% | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Training Report | 30% | ✓ | ✓ | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th rowspan="2">Assessment Methods</th> <th rowspan="2">% Weighting</th> <th colspan="4">Intended Learning Outcomes Assessed</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>TM0389 Low-Voltage Switchboard and Power Monitoring, AC Control and PLC</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1. Assignment</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Test</td> <td>30%</td> <td>✓</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>3. Training Report</td> <td>30%</td> <td>✓</td> <td>✓</td> <td></td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Assessment Methods | % Weighting | Intended Learning Outcomes Assessed | | | | a | b | c | d | TM0389 Low-Voltage Switchboard and Power Monitoring, AC Control and PLC | | | | | | 1. Assignment | 40% | ✓ | ✓ | ✓ | ✓ | 2. Test | 30% | ✓ | ✓ | | | 3. Training Report | 30% | ✓ | ✓ | | ✓ | Total | 100% | | | | |
| Assessment Methods | % Weighting | | | Intended Learning Outcomes Assessed | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TM0389 Low-Voltage Switchboard and Power Monitoring, AC Control and PLC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Assignment | 40% | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Test | 30% | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Training Report | 30% | ✓ | ✓ | | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Assessment Methods | % Weighting | Intended Learning Outcomes Assessed | | | | |
|--|-------------|-------------------------------------|---|---|---|---|
| | | a | b | c | d | e |
| TM0383 Integrated Building Systems | | | | | | |
| 1. Assignment | 40% | ✓ | | | ✓ | ✓ |
| 2. Test | 30% | ✓ | | | | |
| 3. Training Report | 30% | ✓ | | | ✓ | ✓ |
| Total | 100% | | | | | |
| Assessment Methods | % Weighting | Intended Learning Outcomes Assessed | | | | |
| TM0373 Electrical Installation and Basic Electronic Practice | | | | | | |
| 1. Assignment | 40% | ✓ | ✓ | ✓ | | ✓ |
| 2. Test | 30% | ✓ | ✓ | | | |
| 3. Training Report | 30% | ✓ | ✓ | ✓ | | ✓ |
| Total | 100% | | | | | |
| <p>The assignment is designed to facilitate students to reflect and apply the knowledge periodically throughout the training.</p> <p>Test is designed to facilitate students to review the breadth and depth of their understanding on specific topics.</p> <p>Training Report is designed to facilitate students to acquire deep understanding on the topics of the training and to present those concepts clearly.</p> | | | | | | |
| Student Study Effort Required | | | | | | |
| Class Contact | | | | | | |
| ▪ Lecture/Tutorial/Demonstration | | 32 Hrs. | | | | |
| ▪ Workshop Practice | | 86 Hrs. | | | | |
| ▪ Test | | 2 Hrs. | | | | |
| Other Study Effort | | | | | | |
| ▪ Nil | | | | | | |
| Total Study Effort | | 120 Hrs. | | | | |

| Reading List and References |
|---|
| 1. Training material, manual and articles published by the Industrial Centre. 2. EMSD, Code of Practice for the Electricity (Wiring) regulations, 2003 Edition. 3. IEE wiring regulation, 16 th Edition. |