

UCUG1001 (L01) - Behavioral Foundations of University Education: Habits, Mindsets, and Wellness

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The Hong Kong University of Science and Technology (Guangzhou)

UG Course Syllabus

Course Title: Behavioral Foundations of University Education: Habits, Mindsets, and Wellness

Course Code: UCUG 1001

No. of Credits: 1 credits

Any pre-/co-requisites: N.A.

Date/Time: Monday, 16:30-17:50

Venue: LHC

Coordinator: Dr. LUO Moxuan

Email: moxuanluo@hkust-gz.edu.cn

Office Hours: W6-612. Please make an appointment for the specific time.

Course Description:

The course is a vibrant blend of modules featuring guest lecturers from diverse backgrounds. You can 'customize' your course trajectory, to explore various fields of interest and gain a deeper self-awareness. It enable students' experiential learning of science and technology and humanities to enhance their sense of well-being and responsibility. It also provide a platform for guidance, communication and practice for students' personal mental health and well-being, and group socialization and development. HMW includes lectures and workshops in different disciplines and fields, helping students establish a broad and solid knowledge foundation, cultivate a curious and curious learning attitude, explore their own potential and interests, and lay the foundation for cultivating transferable abilities and improving personal happiness.

Intended Learning Outcomes (ILOs):

By the end of this course, students should be able to:

- (1) Demonstrate an understanding of well-being, physical and mental, and its importance.
- (2) Demonstrate a capacity to take care of wellness using a variety of theories, practices, and experiences.

(3) Demonstrate self-awareness and a capacity to self-manage, set and pursue goals and respond to challenges and failure.

(4) Build sustainable habits promoting personal and interpersonal development and well-being while in university and beyond.

(5) Identify and utilize people's different skills, strengths and weaknesses to work effectively in teams in a diverse, dynamic, and international environment.

Weekly Schedule:

Week	Date	Venue	Topics
1	01.26	LHA	Introduction
2	02.02	LHC	Li Bai: The Spiritual Transcendence of an Extroverted Personality 李白：外向型人格的精神超越
3	02.09		Wang Wei: The Inner Peace of an Introverted Personality 王维：内向型人格的心灵安顿
4	02.28		Bai Juyi: Community Building Through Popular Expression 白居易：通俗表达中的社群构建
5	03.02		Su Shi: Coping with Setbacks in Multiple Identities 苏轼：多重身份中的挫折应对
6	03.09		Dance of Life 舞蹈人生
7	03.16		Theatrical relics and archives 戏曲文物与档案
8	03.23		Short-term and Long-term Goal Planning for Personal Career 自我生涯的短期与长期目标规划
9	03.30		Communication Skills in Private and Public Settings

私人与公共场合中的沟通技巧

10	04.13	Lu You: The Beliefs of an Idealist in Pursuing Goals 陆游：理想主义者的目标信念
11	04.20	Xin Qiji: A Guide to Action Within Identity Constraints 辛弃疾：身份限制下的行动指南
12	04.27	Group Presentation/小组报告
13	05.11	Group Presentation/小组报告

Assessment tasks:

According to the proposal of HMW, the assessment items and their proportions throughout the whole academic year(2025-26) are as follows:

1. Course Participation(30%)
2. Written Assignment(40%)
3. Project Report(5%)
4. Presentation(20%)
5. Peer Evaluation(5%)

In the spring semester, the assessment items will include:

Assessment tasks	Mapped ILOs	Description	Deadline
Course Participation(15%)	ILO1,ILO2,ILO3	Students will be required to sign in before the class and complete classroom feedback as a record of course participation and evaluation of the session.	17:30-19:00 of each session

Written Assignment(20%)	ILO1,ILO2,ILO4	Students will choose one or more sessions that interest them in weeks 2-8 and write a report of around 500 words discussing the main content and how it inspires them.	2026.04.12 23:59pm
Presentation(20%)	ILO2,ILO4,ILO5	Students will deliver presentation in groups, relating their content to the HMW taken this semester, with an emphasis on illustrating the connections between the course contents and their development of good habits, cultivation of a positive mindset, life planning, and establishment of life goals.	The last two sessions
Peer Evaluation(5%)	ILO5	Students should write an evaluation of their fellow group members, highlighting their strengths and contributions during group activities and presentation process, as well as offering constructive suggestions. The feedback should be supported by specific examples and avoid generalizations.	2026.05.17 23:59pm

Assessment Rubrics:

1.Course Participation(100 points)

Times	12	11	9-10	7-8	5-6	<5
Grade	100	90	80	70	60	0

2. Written Assignment (100 points)

Items	Rubrics
	Excellent (36-40): Thorough coverage of course themes with critical analysis, linking theories to original insights.
	Good (31-35): Solid content coverage with some critical gaps; personal impact noted but not fully explored.
Relevance (40 pts)	Satisfactory (25-30): Superficial analysis; personal impact vaguely stated.
	Needs Improvement (20-24): Off-topic or generic statements; no theoretical grounding.
	Unsatisfactory (0-19): Plagiarized or irrelevant content.
	Excellent (18-20): Logical flow, evidence-backed arguments, and cohesive conclusions.
	Good (15-17): Clear but uneven transitions; arguments need more evidence.
Structure (20 pts)	Satisfactory (12-14): Disjointed arguments with weak evidence.
	Needs Improvement (9-11): Chaotic organization; no clear arguments.
	Unsatisfactory (0-8): No coherent structure or submission.
	Excellent (27-30): Demonstrates transformative learning with creative applications (e.g., research or career plans).
	Good (24-26): Practical insights but lacks originality in applications.
Innovation & Depth (30 pts)	Satisfactory (21-23): Minimal connection to personal growth.
	Needs Improvement (18-20): No meaningful personal reflection.
	Unsatisfactory (0-17): No reflection.

Excellent (9-10): Flawless writing.

Good (6-8): Minor errors in writing.

Language Use (10 pts) Satisfactory (4-5): Frequent errors in writing

Needs Improvement (2-3): Poor readability

Unsatisfactory (0-1): Unintelligible writing.

3.Presentation(100 points)

Items

Rubrics

Excellent(36-40): Presentation demonstrates profound and comprehensive connections to multiple course themes. Course concepts/theories are insightfully explained and systematically, critically analyzed in relation to personal habits, mindset, plans, and goals. Arguments are compelling and show deep reflection and transformative learning.

Good(31-35): Content is clearly and accurately connected to course themes. The influence of course content on personal development is well-articulated, though some areas could be more detailed or in-depth.

Depth & Relevance (40 pts)

Satisfactory(25-30): Content shows a basic connection to the course. Discussion of personal impact is somewhat general or abstract, lacking specific examples or thorough analysis.

Needs Improvement(20-24): Connection to course themes is weak, superficial, or contains inaccuracies. Links to personal development are vague or tenuous.

Unsatisfactory(0-19): Content is largely irrelevant to the course requirements, or fails to establish any meaningful connection to personal development.

Structure & Teamwork (30 pts)

Excellent (27-30): Structure is highly logical, coherent, and engaging with smooth transitions. Team roles are clearly defined and balanced;

collaboration is seamless, with equitable and significant contribution from all members.

Good (24-26): Structure is clear with a logical flow. Teamwork is evident with reasonable division of labor, though transitions or contribution levels may vary slightly among members.

Satisfactory (21-23): Has a basic structure but may have awkward transitions or unclear sequencing. Team divided tasks but collaboration was minimal, or participation was uneven.

Needs Improvement (18-20): Structure is loose, disorganized, or confusing. Teamwork is poorly coordinated (e.g., members worked separately, over-reliance on one member).

Unsatisfactory (0-17): Lacks a clear structure. Team failed to function as a group, or presentation was not a group effort.

Excellent (27-30): Delivery is confident, articulate, and highly engaging, effectively capturing audience attention. Visual aids (e.g., PPT) are professional, impactful, and perfectly support the narrative. Time limit is strictly adhered to.

Good (24-26): Delivery is clear and reasonably engaging. Visual aids are well-designed and relevant, supporting the presentation effectively. Time management is good.

Delivery & Engagement (30 pts)

Satisfactory (21-23): Delivery is mostly understandable but may suffer from pacing issues (too fast/slow) or limited eye contact. Visual aids are complete but basic, or somewhat text-heavy. Time management is adequate.

Needs Improvement (18-20): Delivery is nervous, disjointed, or difficult to follow. Visual aids are poorly designed, distracting, or not aligned with speech. Significantly over or under time.

Unsatisfactory (0-17): Delivery is incoherent, failing to communicate ideas. Visual aids are missing or entirely ineffective.

4. Peer Evaluation (100 points)

Items

Rubrics

Specificity & Objectivity (50 pts)

Excellent (45-50): Feedback is rich in detailed and concrete examples. Descriptions of contributions and strengths are highly objective, accurate, and convincing.

Good (40-44): Feedback is supported by specific instances, though some descriptions could be more detailed. Overall objective, with only occasional slight generalizations.

Satisfactory (35-39): Feedback mixes specific examples with some generalized statements (e.g., "He was responsible", "She was creative"). Generally objective but may contain minor subjective impressions.

Needs Improvement (30-34): Feedback is predominantly general and lacks sufficient concrete evidence. May appear subjective or one-sided.

Unsatisfactory (0-29): Feedback is entirely vague, perfunctory (e.g., "He was good"), or contains non-objective, derogatory remarks without any basis.

Quality of Constructive Suggestions (30 pts)

Excellent (27-30): Suggestions are specific, actionable, and developmental in nature (e.g., "For future data presentations, B could try using charts for better clarity than text alone"). Tone is respectful and aimed at genuine improvement.

Good (24-26): Suggestions are reasonable and constructive, though the "how-to" could be more detailed. Tone is positive and helpful.

Satisfactory (21-23): Suggestions are provided but may be broad or not highly tailored (e.g., "Could be more confident"). Tone is neutral.

Needs Improvement (18-20): Suggestions are vague, impractical, or sound more like criticism than constructive advice. Tone may be slightly negative.

Unsatisfactory (0-17): No constructive suggestions are provided, or suggestions are demeaning/irrelevant.

Excellent (18-20): Evaluation comprehensively covers both strengths/contributions and areas for improvement for each member. Feedback is balanced, fair, and equitable across all group members, recognizing both merits and growth potential.

Good (15-17): Covers both strengths and suggestions, though one aspect might be slightly less developed. Feedback is generally balanced among members.

Comprehensiveness &
Balance (20 pts)

Satisfactory (12-14): Includes both required elements but is noticeably skewed towards either strengths or suggestions. Feedback for different members may be uneven in depth or attention.

Needs Improvement (9-11): Feedback is highly imbalanced (e.g., only praises without suggestions, or vice versa). Shows clear bias or unfairness in evaluating different members.

Unsatisfactory (0-8): Feedback is incomplete, highly biased, or not provided for the specified peers.

Final Grade Descriptors:

Grades

Short Description

P

The total proportion of Course Participation (15%), Written Assignment (20%), Presentation (20%) and Peer Evaluation (5%) is 60%. If the weighted sum of these three scores exceeds 36 points(60% of 60), it is judged as P.

F

During the fall semester, students fails to complete the assignment requirements for the HMW course or receives an overall grade of less than 36 on the HMW assessment tasks.

Course AI Policy:

Students are empowered and guided to use generative AI tools in assessed assignment tasks. Such use must align with the University's academic integrity guidelines for students while ensuring they are achieving the ILOs. The declaration and acknowledgment statements must be addressed for each assignment. The examples are described below.

Declaration: I did/I did not knowingly use generative AI tools in this assignment task.

Acknowledgment (If you did use any generative AI tools, please complete the following acknowledgment)

- In this assignment, I followed the University's guidelines for students on academic integrity. No content generated by generative AI tools has been presented as my own work. I take responsibility for the work submitted.
- Process: In my assignment preparation, I acknowledge the use of (generative AI tools and link to webpages of the tools) to (how they were used - e.g. to generate ideas, to paraphrase elements of texts, lines of argument, to find pieces of evidence, to create conceptual maps, to help illustrate key concepts, etc.) for (why they were used - e.g. to help you get the writing started, to stimulate thinking, to clarify language and accuracy, to translate text, etc).
- Record: I have kept a record of my use of AI tools, including the specific tool(s) used, the prompts submitted, and responses generated. I understand that my teachers may ask me to provide this information.

Resubmission Policy:

N.A.



Required Texts and Materials:

N.A.

Academic Integrity:

Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST(GZ)'s Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to Regulations for Academic Integrity and Student Conduct for the University's definition of plagiarism and ways to avoid cheating and plagiarism.

Course Summary:

Date	Details	Due
Sun Apr 12, 2026	 Mid-term Written Assignment (https://hkust-gz.instructure.com/courses/2839/assignments/22367)	due by 11:59pm
	 Roll Call Attendance (https://hkust-gz.instructure.com/courses/2839/assignments/21132)	