

<b>Course Title</b>	: <i>Nature Appreciation through Arts and Creative Media</i>
<b>Course Code</b>	: CLA9026
<b>Recommended Study Year</b>	: Any
<b>No. of Credits/Term</b>	: 3
<b>Mode of Tuition</b>	: Sectional
<b>Class Contact Hours</b>	: two 1.5 hour sections per week
<b>Category</b>	: Creativity and Innovation
<b>Prerequisite</b>	: Nil
<b>Co-requisite</b>	: Nil
<b>Exclusion</b>	: Nil
<b>Exemption Requirement</b>	: Nil
<b>Language of Instruction</b>	: English

**Brief Course Description:**

The natural world is a constant source of inspiration. This course provides an opportunity for students of all backgrounds and skills to learn to appreciate nature through various forms of arts and creative media. Lectures will cover basic aspects of nature conservation, environmental literature, nature illustration, photography and documentaries, and natural history of Hong Kong. Guest lectures will be provided by local nature illustrators, writers, photographers, and documentary producers to ignite students’ interest on the subject matter. Lectures will be followed by hands-on workshops to allow students to practice and develop their creative abilities. By the end of the course, students will develop a greater appreciation for nature, be more knowledgeable about nature-related arts and creative media, and become creative and well-informed global citizens with an innovative mind.

**Aims:**

The aims of this course are to (1) foster students’ interest about the natural environment and raise their awareness on nature conservation; (2) enhance the students’ knowledge about different forms of nature-related arts and creative media and their use in raising conservation awareness; (3) provide students with basic training on nature photography techniques; and (4) stimulate students’ creative energies in areas related to nature.

**Learning Outcomes (LOs):**

On completion of the course, students will be able to

1. Recognize the connection between humans and the environment and appreciate diversity;
2. Be familiar with natural history of Hong Kong;
3. Apply natural history illustration and nature photography techniques to document natural history of Hong Kong.
4. Critically assess the quality of nature-related arts and creative media;
5. Communicate effectively about different forms of nature-related arts and creative media and how they have been applied to nature conservation;

**Indicative Content:**

- Natural history illustration techniques
- Nature photography techniques
- Use of creative media and innovation in nature conservation
- Ecosystem services
- Sustainable Development Goals and Convention on Biodiversity
- Environmental ethics and literature
- Natural history of Hong Kong

**Teaching Method:**

Students will meet twice each week for one and a half hours, including lectures, class discussions, and nature documentaries screenings. Field trips will be organized to visit off-campus sites, such as the Hong Kong Museum of Art and Hong Kong Wetland Park. Assignments related to the documentaries screenings and field trips will be assigned to assess the student's understanding of material and critical thinking. If field trips cannot be held, they will be replaced by self-guided tour of country parks and additional documentary screenings.

Toward the end of the semester, guided field work will replace traditional lectures and students will use the time to complete the field components of their term projects. Students will form pairs to complete a term project that employ one or more of the creativity techniques they learned in the course.

**Alignment of Teaching Methods with the Learning Outcomes (LOs):**

LO No.	Teaching Methods
1,2,3	Lecture
1,4,5	Class discussion
1,2,4	Nature documentaries screening
2,3	Field trip
3,5	Guided field work

**Tentative Course Outline:****Week 1 & 2**

- Introduction
- What is biodiversity and why is it important
- Natural history of Hong Kong

**Weeks 3 & 4**

- Nature Writing and Environmental Literature

#### Weeks 5 & 6

- Nature history illustration (Guest lecturer: Miss Human Ip)
- Field trip to Hong Kong Museum of Art and Hong Kong Wetland Park
- Illustration workshop

#### Weeks 6 & 7

- Nature photography and documentaries (Guest lecturers: Mr. Fung Hon Shing and Miss Daphne Wong)
- Screening of “Breathing Room”
- Photography and filming workshop

#### Week 8

- Applying creativity in nature conservation

#### Weeks 9-11

- Term project (guided field work)

#### Weeks 12 & 13

- Presentations of term project
- Wrap up

#### Measurement of Learning Outcomes:

Assessment Methods	LOs
<b>In-class participation</b> Students are expected to actively participate in class activities, lead discussions, interact with guest lecturers, and ask question where appropriate.	1-5
<b>“Then and now” assignment</b> Student will read a chapter from The Hong Kong Countryside by G. A. C. Herklots and visit the site described by the author. After the visit, the student will write an individual reflective essay to reflect on what was described by Herklot and what they actually see.	1,2,3
<b>Nature documentary assignment</b> Student will write a paper on one of the documentaries shown during class. In the paper, the student will describe the key conservation issue identified in the documentary and discuss how such issue is being addressed with creative solutions.	1,4,5
<b>Nature photography assignment</b> Student will be required to take photographs of nature using skills they learned in class. Photographs of animals and plants will be uploaded to iNaturalist.	2,3
<b>Term project</b> Students will form pairs to complete a project that employ one or more of the creativity techniques they learned in the course. The aim of the project is to address one of the sustainable development goals highlighted in the beginning of the course.	2,3,5

## Assessment:

<i>Assessment tasks</i>	<i>Weight</i>
<b>Continuous Assessment</b>	
In-class participation	10%
“Then and now” assignment	20%
Nature documentary assignment	20%
Nature photography assignment	20%
<b>Summative Assessment</b>	
Term project presentation	30%

## Required readings:

### Books

Herklots, G. A. C. *The Hong Kong Countryside*, Hong Kong: South China Morning Post, 1959.

Muir, John, *My First Summer in the Sierra*, San Francisco: Sierra Club Books, 1990.

### Scholarly articles

Bonner, F. 2020. A circumscribed (natural) history: British television celebrates David Attenborough.

Historical Journal of Film, Radio and Television, DOI: 10.1080/01439685.2020.1730561

Freeman, C. P. 2012. Fishing for animal rights in The Cove: A holistic approach to animal advocacy documentaries. *Journal for Critical Animal Studies* 10(1): 104-118.

Horak, J. 2006. Wildlife documentaries: from classical forms to reality TV. *Film History* 18: 459-475.

## Recommended/Supplementary Readings:

(Instructor will assure material is appropriate for cluster course)

### Books

Carson, Rachel, *Silent Spring*, Boston: Houghton Mifflin, 1962.

Brenda Tharp, *Creative Nature & Outdoor Photography*, Amphoto Books, 2003.

### Online

[The Ultimate Guide to Nature and Outdoor Photography](#)

### Videos

The Cove (film)

Breathing Room (short film)

Nature's Great Events (documentary)

Planet Earth (documentary)

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.

## Assessment Rubrics

### Rubrics for In-class participation (10%)

<b>Criteria</b>	<b>Excellent (A, A-)</b>	<b>Good (B+, B, B-)</b>	<b>Fair (C+, C, C-)</b>	<b>Pass (D+, D)</b>	<b>Fail (F)</b>
Active participation	The student frequently participates in class discussions, and consistently takes an active part in the in-class exercises	The student often participates in class discussions, and takes an active part in the in-class exercises	The student sometimes participates in class discussions, and does not take an active part in the in-class exercises.	The student seldom takes part in class discussions and in-class exercises.	The student do not attend class.

### Rubric for “Then and now” assignment (20%) and nature documentary assignment (20%)

<b>Criteria</b>	<b>Excellent (A, A-)</b>	<b>Good (B+, B, B-)</b>	<b>Fair (C+, C, C-)</b>	<b>Pass (D+, D)</b>	<b>Fail (F)</b>
Content (60%)	Content addresses the assignment fully, follows instructions (e.g. depth, format) completely. Shows high dedication.	Content addresses the assignment and follows most of the instructions (e.g. depth, format). Shows some dedication.	Content addresses most of the assignment and follows most of the instructions (e.g. depth, format).	Content addresses the assignment poorly and follows limited instructions (e.g. depth, format).	Content fails to address the assignment or follow instructions (e.g. depth, format).
Organization of content (20%)	Organizes the material in a coherent, effective, and accurate manner throughout, with no factual inaccuracies	Generally organizes the material effectively but some ideas could be communicated more effectively, with very few inaccuracies	Organization of the material could be improved, with some factual inaccuracies	Organization of the material could be greatly improved, with major factual inaccuracies	Fails to organized material and contains numerous factual inaccuracies
Uses language effectively (20%)	Uses language that effectively conveys the message and contains no/very few errors	Uses clear language, may contain a few errors.	Uses clear language, but these efforts may be simple and contain some errors	Uses poor language, and these efforts may contain major errors	Fails to use clear language and includes many errors

Rubrics for nature photography assignment (20%)

<b>Criteria</b>	<b>Excellent (A, A-)</b>	<b>Good (B+, B, B-)</b>	<b>Fair (C+, C, C-)</b>	<b>Pass (D+, D)</b>	<b>Fail (F)</b>
Theme and assignment specifications (30%)	Extremely well-chosen theme and fully meets or exceed specifications (e.g. number and types of photographs).	Well-chosen theme and fully meets specifications (e.g. number and types of photographs).	Weak choice of theme and follows most of the specifications (e.g. number and types of photographs).	Poor choice of theme and follows limited specifications (e.g. number and types of photographs).	Extremely poor choice of theme and fails to follow specifications (e.g. number and types of photographs).
Creativity, originality, and image quality (70%)	Extremely creative and original; high quality photos with excellent composition.	Creative and original; high quality photos with good composition.	Somewhat creative and original. Standard photos with poor composition.	Photos shows little to no creativity or originality. Poor quality with below-standard composition.	Photos show no effort. Just turned something in.

Rubrics for Term project presentation (30%)

<b>Criteria</b>	<b>Excellent (A, A-)</b>	<b>Good (B+, B, B-)</b>	<b>Fair (C+, C, C-)</b>	<b>Pass (D+, D)</b>	<b>Fail (F)</b>
Theme and assignment specifications (30%)	Excellent choice of theme and fully meets or exceed specifications	Good choice of theme and fully meets specifications.	Fair choice of theme and follows most of the specifications.	Poor choice of theme and fails to follow limited specifications.	Extremely poor choice of theme and fails to follow specifications
Creativity and originality (30%)	Extremely creative and innovative. Shows deep connections with the subject matters.	Shows creativity and originality.	Somewhat creative and original.	Shows little to no creativity or originality.	Show no effort. Just turned something in.
Presentation Skills (20%)	Exceptional verbal skills. Excellent visual aids. Fully engaged with audience.	Great verbal skills. Good use of visual aids. Engaged with audience.	Acceptable verbal skill. Fair use of visuals aids.	Reading from scripts. Not engaged with audience.	Seems not prepared.
Conservation impact (10%)	Extremely impactful and relevant to real world conservation issues.	Highly impactful and relevant to real world conservation issues.	Somewhat impactful with limited relevance to real world issues	Not impactful and hardly relevant to real world issues.	Not impactful and disconnected to real world issues.
Individual contribution (10%)	Fully engaged and excellent term work.	Made fair share of contribution.	Contributed somewhat but not fully engaged.	Contributed little	Contributed little to none.