

## The Hong Kong Polytechnic University

### Subject Description Form

*Please read the notes at the end of the table carefully before completing the form.*

<b>Subject Code</b>	LSGI2B01
<b>Subject Title</b>	Map Reading and Interpretation
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite / Co-requisite/ Exclusion</b>	NIL
<b>GUR Requirements Intended to Fulfill</b>	<p><b>Cluster Area Requirement (CAR)</b> Community, Organisation and Globalisation</p> <p><b>“English Reading” (ER) designation</b> - include a reading of an extensive text (100,000 words or 200 pages)</p> <p><b>“English Writing” (EW) designation</b> - include an extensive piece of writing (2,500 words)</p>
<b>Objectives</b>	<p>The powerful language of maps visually shows trends and patterns that are not apparent in other data presentations. Corporations, government, media, and researchers use maps and geographic information technology to understand and visualize data on, for example, natural resources, flows of trade, historical events, property management, and diseases. Students will explore what makes spatial information special, how and why maps is such a powerful tool to understand an increasingly complex world, and how modern technology is currently transforming the art and science of map making. They will also learn how to be critical consumers of mapped information.</p>
<b>Intended Learning Outcomes</b> <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>(a) Students will read an extended English text of 207 pages. They will also be able to read, interpret, and understand different kinds of maps or spatially represented data.</li> <li>(b) Students will be able to critically assess how spatial data are represented through maps and recognize various issues.</li> <li>(c) Through active learning, students will acquire skills that enable them to understand the trends or facts represented in particular types of maps (e.g., transport, population and environmental).</li> <li>(d) Produce a simple digital map for a particular theme of interest.</li> </ol> <p>Students are required to do extensive reading from assigned textbooks or websites that will increase their literacy. Being able to read and interpret information from maps are essential and useful to many disciplines, everyday life and life-long learning.</p>

<p><b>Subject Synopsis/ Indicative Syllabus</b> <i>(Note 2)</i></p>	<ul style="list-style-type: none"> <li>• Why is spatial special? Introduction to maps</li> <li>• Maps in Hong Kong</li> <li>• Map elements and types</li> <li>• Mapping through the ages</li> <li>• Mapping process – data collection and symbolization</li> <li>• Map evaluation</li> <li>• How to read and interpret maps? Maps of global and regional trends in transport, population, and environment.</li> </ul>																																																												
<p><b>Teaching/Learning Methodology</b> <i>(Note 3)</i></p>	<p><u>Lectures</u> - work with sample problems and discuss practical applications. These activities are meant to build a deeper understanding of the subject matter; active participation and preparation before classes are expected from students.</p> <p><u>Tutorials</u> – students will get hands-on experience with the subject matter.</p>																																																												
<p><b>Assessment Methods in Alignment with Intended Learning Outcomes</b> <i>(Note 4)</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 30%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 10%;">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 5%;">a</th> <th style="width: 5%;">b</th> <th style="width: 5%;">c</th> <th style="width: 5%;">d</th> <th style="width: 5%;"></th> <th style="width: 5%;"></th> </tr> </thead> <tbody> <tr> <td>1. Tutorial Participation</td> <td>10</td> <td></td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2. Chapter review*</td> <td>40</td> <td>√</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3. Group project</td> <td>30</td> <td></td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>4. Quiz</td> <td>20</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Total</b></td> <td><b>100 %</b></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>*In order to pass the subject, students must pass the writing component assessment, i.e., attain a minimum grade D in the writing component.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Tutorial Participation	10		√	√				2. Chapter review*	40	√						3. Group project	30		√	√	√			4. Quiz	20	√	√	√				<b>Total</b>	<b>100 %</b>						
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<p><b>Student Study Effort Expected</b></p>	<p><b>Class contact:</b></p>																																																												
<ul style="list-style-type: none"> <li>▪ Lecture (3 hours x 9 lectures) in week 1,2,4-7, 9-10, 12</li> <li>▪ Quiz (1 hour) in week 11</li> </ul>			<b>28 Hrs.</b>																																																										
<ul style="list-style-type: none"> <li>▪ Tutorial (2 hours x 3 tutorials in week 3,8,11 + 3 hours x 1 tutorial in week 13)</li> </ul>			<b>9 Hrs.</b>																																																										
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<ul style="list-style-type: none"> <li>▪ Individual Assignments / Group Project</li> </ul>			40 Hrs.																																																										

	Total student study effort	109 Hrs.
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<b>Reading List and References</b>	<ol style="list-style-type: none"> <li>1. Crampton J. W. (2010) <i>Mapping A Critical Introduction to Cartography and GI</i>. Wiley-Blackwell. (hardcopy &amp; electronic versions available in PolyU Library)</li> <li>2. Kimerling, A.J., Muehrcke, J., Buckley, A. &amp; Muehrcke, P. (2010) <i>Map Use: Reading and Analysis</i>, 6th Edition.</li> <li>3. Krygier, J. &amp; Wood, D. (2011) <i>Making Maps: A Visual Guide to Map Design for GIS</i> (2nd Edition).</li> <li>4. Lemmens M. (2011) <i>Geo-information Technologies, Applications and the Environment</i>, Volume 5, Springer Dordrecht Heidelberg London New York. (electronic version)</li> <li>5. Monmonier, M. (1996) <i>How to Lie With Maps</i>, 2nd Edition.</li> <li>6. Robinson, A.H., Morrison, J.L., Muehrcke, P.C., Kimerling, A.J. &amp; Guptill, S.C. (1995) <i>Elements of Cartography</i>, 6th Edition. 198 pages</li> </ol>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.