

**City University of Hong Kong
Course Syllabus**

**offered by Department of Chinese and History
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	The Silk Road: A Pathway of Interactive Culture from the Ancient to the Modern World
Course Code:	GE1108
Course Duration:	1 semester
Credit Units:	3 credits
Level:	A1, B1
Proposed Area: <i>(for GE courses only)</i>	<input checked="" type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This is a course on the cultural interaction that has taken place at one of the world's most extensive platforms: the Silk Road, one which connects China to the distant Mediterranean world. Since the first century A. D., pilgrims, merchants, warriors and diplomats have been travelling along the Silk Road despite adverse conditions en route. The aim of this course is to explore the emergence of Silk Road as a geo-historical concept and to trace the ancient civilizations that contributed to the cultural prosperity in this desiccated land. Students will be introduced to the lost empires along the Silk Road, some of the greatest travellers in history and the effects they had on cultural exchange. The course will offer a historical perspective on travel, trade, geography, and their impact on human culture. This course will allow students to examine cultural interactions on the Silk Road from the Han dynasty until the present day and to explore the development and interactions of world cultures.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Demonstrate knowledge of significant events, prominent figures and primary historical materials in the history of cultural interactions along the Silk Road.	20%			
2.	Differentiate the links and characteristics between different cultures through literature study of the Silk Road.	10%			
3.	Increase global awareness through examining critically crucial issues related to the cultural interactions on the Silk Road from the Han dynasty until the present day.	20%			
4.	Demonstrate the skills of interpreting the information of the Silk Road and their capacity of self directed learning through an integrated use of Web 2.0 platform. (GIS, wiki and online discussion forum)	30%			
5.	Apply the acquired diverse values to everyday life and world cultures.	20%			
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
1. Lectures	<p>a. The lectures will introduce the background and basic knowledge of the Silk Road, by focussing on aspects of historical geography, cultural exchange, technical development, social features, political mechanism, commercial activities, and religious influence. It will nurture an ability to understand historical facts and ancient society, so that the students can evaluate and reflect on similar phenomena in modern society.</p> <p>b. Problem-based case studies can help the students' ability to do research, analysis, produce creative solutions to real-life problems, therefore during the lectures examples will be given as leads, in order to allow students to track features of the various cultural exchanges that took place in ancient society which will help them develop the ability to explain these phenomena, e.g. the pattern traces of silk knit goods found on bronze artifacts dating from the Shang and Zhou dynasties discovered in Shandong; or the fragments of silk fabrics in tombs dating from the Spring and Autumn to Warring States period. These examples can serve as an explanation for the fact that the composition of the Silk Road is not confined to regional limitations. Another example is the discovery and excavation of a huge number of Buddhist art objects in the Mogao caves at Dunhuang, how they reflect the needs and changes of society at that time. Also, the damage done to the Dunhuang relics will remind the students how important it is to protect and preserve cultural artifacts and equip them with personal values of the relics.</p> <p>c. During the lectures different types of multi-media teaching tools, e.g. film, photos, Web 2.0, e-maps, GIS, object projection, etc will be used. These will serve as demonstration material to enrich the pedagogical variety and inspire the students to reflect and guide them to self-directed learning.</p> <p>d. The lectures will introduce GIS platform (GIS for Teaching Chinese Civilization: Integrating Google Map, Wikipedia and Video on Demand, #6000307), to train the students to use different multi-media tools, and independently collect and analyze the material to complete their study tasks. This new platform will promote their individual progress and increase intrinsic study motives.</p> <p>e. Besides the lectures, the students will be engaged in activities every 20-25 minutes, to promote active learning and discovery learning, they will include (but are not limited to): e1. Small group discussion: e2. Documentary: e3. Short quiz.</p>	√	√	√	√		2 hours
2. Tutorials	<p>a) Small Group Presentation Groups of 5-7 students will select a topic, which will reflect what they have learnt during the lectures and they will give a presentation. The topic will focus on the interactive landscapes created on the Silk Road and other places in ancient times, e.g. the method ancient people overcame the geographical limitations they encountered, the different trade methods of different minority people, aspects of society developing as a whole, the different values of how society is reflected in the Silk Road tales. It will require students to reflect and evaluate today's society in an era of globalization, with the purpose of providing the students with ample learning opportunities, let them lead discussions on topics from the lectures and nurture the ability of critical thinking. In addition, the students also have to deliver a clear report on the role each student played to show they</p>	√	√	√	√	√	1 hour

	<p>mutually contributed to the learning process.</p> <p>b) Discussion Session The group delivering the presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, and analysis of the information and data. Finally they have to act as “Student Teachers” in raising relevant issues of reflection and guide the classmates into participating in the discussion. Those not presenting should have studied the relevant information about the topic in advance, so that they can actively participate in the discussion. The instructor will assist the students to engage in the discussion.</p> <p>c) Feedback and Reflection The instructor will lead the non-presentation group to ask questions actively and give feedback on the contents of the presentation while the presentation group will have to reflect on their performance. Students must hand in a simple and clear assessment report on the above three items.</p>						
3. Online Discussion Forum	<p>Online Discussion Forum will give students a chance to study without time and space limitations. The personal response system on the blackboard will facilitate the students to participate in the discussion and help promote interactive study. It consists of two parts:</p> <p>a. Q&A link in the lectures This part will divide the lectures into five sections, per section the instructor will collect the material from the selected readings and discussions, and then request the students to give their analysis, comments and critics. If there is anything incomprehensible during the lectures, the students can express their ideas on the Online Discussion Forum. Depending on the situation, the instructor will encourage the students to respond and give them guidance.</p> <p>b. Extended Discussion Session After each tutorial, the students must express their ideas on what was discussed during the discussion session. Topics which have not (yet) been discussed on time the students can take home. After collecting further data, they can engage in discussion in the Online Discussion Forum to achieve the result of peer teaching and peer-assisted study. It is clear that the Online Discussion Forum provides the students with a platform and an opportunity to engage in deeper study.</p>			√		√	Duration: 1 week
4. Individual Essay / Field Trip Portfolio	<p>After the activities of Field Trip, Small Group Presentation, Discussion Session, Feedback and Reflection, and Online Discussion Forum, the students will have formed and established their individual intellectual knowledge and values. According to the above, the students will be required:</p> <p>a) to apply what they have learnt b) to describe and analyze their own arguments c) to challenge assumptions d) to combine above data, explain the issues and write a conclusion e) to reflect on the study material and assess its values</p> <p>The students must reflect on what they have learnt and write clear logical essays, which must be well-structured and well-organised in fluent language. Since this is an item which each individual student must hand in, therefore, it will be a confirmation of their participation in related activities, such as the tutorials, field trip portfolios and discussions at the same time.</p>	√	√	√		√	Due date: Week 12
5. GIS application platform	<p>GIS as a teaching tool will guide the students and provide them with visualised contents of the Silk Road, which will more effectively upgrade and enhance the study outcome. At the same time it will promote the student’s intrinsic study motives, and help fostering their attitude of creativity that leads to discovery.</p>	√	√	√	√	√	Due date: Week 14

	<p>GIS application platform is integrated of:</p> <p>a) Google Map Maps of the past and present Silk Route, images and related information, websites, geographical models, landscapes etc will be merged into Google Map, depending on the student's requirement, it will generate various details about certain regions, which includes the description, analysis and selection of data on geographical space. The students will be able to receive, record and mark the information in a timely and efficient fashion, in order to achieve their study aim.</p> <p>b) Wiki platform Students will be able to exchange revisions and information, so that they can achieve the target of setting up a micro information system. Furthermore, in the process of making revisions to each other's work, the students can find mutual relation in the contents of study, they can discover their own new method to understand and develop the learning material which will help them complete the project. This will not only inspire their intrinsic study motives, but also in the process of learning result in joy of experiencing 'self-ownership' and increase self-esteem, hence widen their horizon and increase the ability to create and present something unique.</p> <p>c) Visualization Application The instructor will use this as the platform and the students should follow the activities. The outcome of visualization application will connect the teaching with the sources, and provide the students with knowledge platform. It will deepen the study outcome, e.g. the photographic material, expert interviews or short films, three-dimensional pictures, and other relevant data. Basically, the students are required to follow up on what is learnt during the lectures as well as the information obtained through the GIS application platform, they should analyse and work together with the tutorial group on a text about the Silk Road to be uploaded on the Wiki platform. The project will be problem-based and case-based. At the same time, the students are also required to put the text in the suitable location, and add relevant links. In the process of writing, the students can revise the contents, which the system will constantly update in the study records.</p>					
6. Field Trip	<p>a. Depending on the schedule the field trip will take 3 to 7 days. As the students have to carry out comparative studies at the site, they are required to apply their knowledge and skills acquired from classroom experiences to discover effective actions, alternatives and solutions to situations and problems that occur in recent contexts. They will also have to make written notes which will be input into the Individual Essay or GIS Project.</p> <p>b. The destination of the field trip will depend on the progress of the course, e.g. a visit to Turpan in Xinjiang to conduct a research on examining and discovering the causes of changes of the ancient cities along the Silk Road and the state of conservation today. Another option is to visit Yangjiang in Guangdong to explore traces of the Maritime Silk Road.</p> <p>c. The instructor will provide guidance and explanations to the students during the observation process, teaching how to use GPS to find out their current location. In combination with the geographical data of GIS they will carry out their investigation.</p> <p>d. Upon completion of the investigation, the students will save the collected material, including photos, documents, interview records, and analyses, coordinated with the maps tagging function of GIS Platform, saved onto the Wiki Platform which will continue to be updated, generating further accumulation of data on cultural relics.</p> <p>e. Saving and editing material will be done through the Wiki system. Students are required to update and revise the</p>		√	√		3 to 7 days

	<p>information about cultural sites onto the Wiki Platform. Hence the database is constantly revised and updated, making the contents more accurate and comprehensive.</p> <p>f. The students are required to create a learning portfolio for the field trip, they may be advised to use the Wiki Platform to tag the photos and submit this as an integrated GIS Project, or to complete a field trip report which will be included into the Individual Essay, depends on the need of different teaching plan of different sites.</p> <p>g. The planning of the trip will depend on the schedule of the students.</p> <p>It can be during the semester break, week 12 or week 13, avoid clashing with other classes of the students is the paramount consideration in field trip planning.</p>						
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4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
<p>1. Class Participation and Class Discussion</p> <p>a. During the first lecture the students will take a pre-course assessment paper and during the last lecture a post-course evaluation paper. The purpose is to evaluate their learning outcomes. The evaluation paper will include topics designed with Likert Scale, true/false statements, multiple choice questions, rank, etc to obtain quantitative and qualitative data.</p> <p>b. The students are required to respond to questions during the lectures, actively participate in lecture and tutorial activities. Activities during the lectures are problem-solving based, it will include small group discussions based on worksheets, short films based on worksheets, short quiz etc. A short quiz will include multiple choice questions, true/false statements, purpose is to test the students' knowledge outcome.</p> <p>c. Five Minutes Summary. Writing Five Minutes Summary give students a chance to reflect on the lecture, it will help them to monitor their study outcome and progress.</p>	√	√	√	√		20%	
<p>2. Group Presentation and Presentation Exercise</p> <p>a. The presentation must be drafted</p>	√	√				20%	<p>Criteria:</p> <p>a. Presentation group must upload</p>

<p>according to the principle of Problem-based and Case-based Learning, the purpose is to give the students room to explore problems or cases and increase their problem solving ability, it can efficiently foster their attitude to be creative and the ability to communicate and to conduct research.</p> <p>b) Presentation group must keep a notebook on their part of the role in the group (the records must include pre-lesson exercise) to be posted on the Blackboard three days in advance for the others to download and read. They must also write a one-page progress report clearly indicating each member role in the presentation exercise.</p> <p>c) Presentation Group will deliver a presentation of thirty minutes. Based on the topic which they have thoroughly studied and researched, they must work out 2-4 open-ended questions for class discussion.</p> <p>d) Feedback and Reflection The instructor and the Non presentation group will give feedback on the presentation, the presentation group must reflect and assess their work.</p>							<p>the required material on the Blackboard at the designated date while the others must download the material to prepare for the presentation so that all are prepared for discussion issues. Those who come unprepared will have their marks deducted.</p> <p>b. After the Presentation group has completed their presentation the other students must hand in the assessment forms in class.</p> <p>c. All students must before the next lecture write a simple assessment report, which should evaluate the following items: (1) The material prepared by the presentation group; (2) Non presentation group should work out the issues for discussion. The results of these tasks will be processed as Formative Assessment. It will help develop students' habit of mind in asking questions actively and critical thinking.</p>
<p>3. Online Discussion</p> <p>The Online Discussion Forum is divided into five sections. The forum will give the students a learning opportunity to break through the limitations of time. On Blackboard there is a Personal Response System which keeps a record of each student's time of response and the contents. The instructor will assess each student for their expression of ideas and</p>		√	√	√	10%		<p>Criteria:</p> <p>Students must complete their part in the discussion within the designated time, and will be assessed on:</p> <ol style="list-style-type: none"> 1. Accuracy and concreteness 2. A balance of critical and

arguments, which will help their critical thinking skills.							structural response 3. Clarity and fluency The results of these tasks will be processed in Peer Assessment
<p>4. Individual Essay</p> <p>After participation in Field Trip, Small Group Presentation, Discussion Session, Feedback and Reflection and Online Discussion Forum, the students must write a creative-based/ problem-based individual essay, or work out a field trip portfolio. This is an assessment item where each individual student must apply their research and analytical skills in the essay.</p>				√	√	20%	<p>Criteria:</p> <p>Students must combine what they have learnt and write clear essays which are well-structured, well-organised and creative.</p> <ol style="list-style-type: none"> 1. they must apply what they have learnt 2. describe and analyze their arguments 3. combine the material from in the Field Trip, Small Group Presentation, Discussion Session, Feedback and Reflection and Online Discussion Forum, explain the issues and write a conclusion. 4. Reflect on the study material and do a self-evaluation. <p>The results of these tasks will be processed as Summative Assessment.</p>
<p>5. GIS Project</p> <p>a. GIS will be used which is a new method of Scaffolding Teaching. The new method will speed up the students' development of Discovery Learning and increase their Actual and Potential Development.</p> <p>b. Through GIS platform the instructor will guide interactive learning with and among the students, which will result in analysing and solving problems. They will also build a frame to promote self-identity and creative learning. The platform will also provide resources and opportunity for students to conduct creative</p>	√			√	√	30%	<p>Criteria:</p> <p>a. The GIS system will show the student's individual achievements, which are recorded and turned into data, to facilitate objective assessment of the students' progress.</p> <p>b. The instructor will guide the students to complete the Six Steps tasks before the deadline. The</p>

<p>works. It aims to achieve ‘Constructivism’ as the main teaching practice.</p> <p>c. The implementation of the GIS Project includes the following items:</p> <ol style="list-style-type: none"> 1. The instructor will give the student a choice in scope and topics on the Silk Road. 2. Divided into groups of 5-7, the students will select a topic. 3. The students will register as members of the GIS platform. 4. With the help of the instructor, the students will complete the six items listed above. 5. The students will publish their essays on the Wiki platform of the GIS Project. <p>d. According to personal development the students can publish and edit the contents of their project on the GIS platform, so as to achieve the aim of full participation and collaborative learning. In this sense, they can perform ‘student teaching’ activities among peers. The system will record any changes in the information which will facilitate the instructor to follow the students’ achievements. Due to the record of revisions on Wiki, it will show all the changes that have been made to the entries, which will help to assess their study progress and attitude. Hence, we can determine whether all team members are involved in the process.</p>									<p>nature of the project is problem-based and case-based and requires the students to collect raw material and arguments to objectively make statements.</p> <p>c. GIS allows the students to play an active role in the assessment and realize the direction of Assessment as learning</p> <p>d. GIS as a new study platform has in recent years merged various learning activities, which can promote Active Learning and Cooperative Learning. Furthermore, during the writing process, the students will be involved in the various stages of design, from the plan, the details, application, discovery, differentiation to creation, resulting in increasing their study ownership.</p> <p>e. GIS platform will record the students’ study progress and will also provide the students with the chance to discuss and edit each other’s work, which enables them to assess the students’ knowledge outcomes, skills outcomes and affective outcomes.</p> <p>The results of the tasks will be processed in Formative</p>
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							Assessment, Peer Assessment and Summative Assessment.	
Examination: 0% (duration: ---)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Class Participation and Class Discussion	Students are required to attend lectures, tutorials and field trip. Students must complete the class exercises/Five Minutes Summary within the designated time and hand in during class. The result will be processed in the 'Summative Assessment'. Attendance rate and performance in learning activities will be graded. Students are encouraged to share, compare and exchange ideas in class.	Strong evidence of 1. engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork. 2. active reflection on the lecture, clear description of key points, clear indication of incomprehensible issues	Some evidence of 1. engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork. 2. active reflection on the lecture, clear description of key points, clear indication of incomprehensible issues	Limited evidence of 1. engaged participation as demonstrated by active listening, initiation of questions or comments, and cooperative teamwork. 2. active reflection on the lecture, clear description of key points, clear indication of incomprehensible issues	Marginally satisfies the basic requirements of the participation.	Fail to meet minimum requirements of participation
2. Group Presentation and Presentation Exercise	Presentation group must upload the required material on the Blackboard/Canvas at the designated date The presentation must be drafted according to the principle of Problem-based and Case-based Learning. Presentation Group will deliver a presentation based on the topic which they have thoroughly studied and researched, they must work out 2-4 open-ended questions for class discussion.	Strong evidence of accurate and comprehensive description of material, rich contents, thorough understanding, well-organized and detailed. Arguments are convincing, new ideas are pursued. Correct pronunciation, voice and body language are in tune with the contents of topic, has natural posture, very good time	Some evidence of accurate and comprehensive description of material, rich contents, good understanding. Well-structured, good arguments, well-reasoned. Clear pronunciation, voice and body language are well-balanced. Natural posture, good time management.	Limited evidence of accurate and comprehensive description of material, elementary understanding. Well-structured, clear contents, well-reasoned. Correct pronunciation, occasional mistake, voice and body language not in balance. Posture basically natural, finishes on time.	Marginally satisfies the requirements, contents are broad, details missing or incorrect, loose structure, reasoning needs to be improved. Indistinct speech, voice and body language remain unchanged, overruns (by approx 5 minutes)	Does not meet the minimum requirements, has a very general idea of the facts, contents is fragmentary, no structure, arguments not convincing. Indistinct speech, voice and body language are rigid, unable to express clearly, seriously overruns (by more than 5 minutes)

		management.				
4. Online Discussion	<p>Students must complete their part in the discussion and after presentation within the designated time, and will be assessed on:</p> <ol style="list-style-type: none"> 1. Accuracy and concreteness 2. A balance of critical and structural response 3. Clarity and fluency <p>The results of these tasks will be processed in Peer Assessment</p>	<p>Strong evidence of original thinking; good organisation, capacity to analyse and synthesise; superior grasp of subject matter; evidence of extensive knowledge base.</p>	<p>Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.</p>	<p>Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.</p>	<p>Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.</p>	<p>Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.</p>
5. Individual Essay	<p>Students must combine what they have learnt and write clear essays which are well-structured, well-organised and creative.</p> <ol style="list-style-type: none"> 1. they must apply what they have learnt 2. describe and analyze their arguments 3. combine the material from in the Field Trip, Small Group Presentation, Discussion Session, Feedback and Reflection and Online Discussion Forum, explain the issues and write a conclusion. 4. Reflect on the study material and do a self-evaluation. <p>The results of these tasks will be processed as Summative Assessment.</p>	<p>Strong evidence of original thinking; good organisation, capacity to analyse and synthesise; superior grasp of subject matter; evidence of extensive knowledge base, creative and pursuing new ideas.</p>	<p>Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.</p>	<p>Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.</p>	<p>Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.</p>	<p>Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature.</p>
6. GIS Project	<p>Students are required to follow up on what is learnt during the lectures as well as the information obtained through the GIS application platform, they should analyse and work together with the tutorial group on a text about the Silk Road to be uploaded on</p>	<p>Shows highly active participation in learning activities, displays spirit of group collaboration. Able to integrate new learning with old knowledge and can</p>	<p>Shows active participation in learning activities, displays group spirit. Rich contents of project, ability to distinguish relevant information and use</p>	<p>Shows some participation in learning activities, and marginal display of group spirit. Contents of project is basically correct, able to distinguish basic</p>	<p>Shows limited participation in learning activities but has some display of group spirit. Contents of project is very general, able to distinguish basic</p>	<p>Shows little or no participation in learning activities and fails to display group spirit. Contents of project are copied and/or lack depth,</p>

	<p>the Wiki platform. The project will be problem-based and case-based. Also, students are required to put the text in the suitable location, and add relevant links. They are required to revise and correct groupmates' works and contents in the process of writing if necessary.</p>	<p>thus create new knowledge. Rich contents of project, ability to sift useful information, and distinguish primary from secondary materials, able to apply and develop. Ability to integrate new concepts into the knowledge base and values, leading to refreshing the topic, full of inspiration. Structure of the text is compact, well-organized and coherent, concepts are clear and comprehensive, logical link to topic, with prominent core, well-supported arguments. Reference works comprehensive and supplementary to the topic. Accurate description, fluent text, strong linguistic awareness, able to use various kinds of writing techniques to make the text more convincing, excellent diction</p>	<p>suitable material, suitable to develop. Ability to integrate new concepts in the knowledge base and values, leading to enrichment of the contents. Structure of the text is well-organized and coherent. Expression of ideas is comprehensive, clear, with a logical link to the topic, and has a prominent core. Ability to combine and integrate multifaceted facts and views, raises clear and reasonable personal judgments and views, with well-supported arguments. Many reference works are suitably applied. Text flow fluent, correct use of words, strong linguistic awareness, very appropriate diction.</p>	<p>information, and put to apt use, with marginal development. Able to integrate the newly learnt concepts into knowledge base and values, leading to enrichment of contents and some innovation. Text is well-structured, basically clear and coherent. Expression of ideas is clear and there is a central core. Ability to combine and integrate multifaceted facts and views, with basic support. Reference works are satisfactory and useful. Text flow is fluent and natural, use of language is clear, suitable diction.</p>	<p>information, and apply partial with occasional omission or error. Limited ability to integrate newly acquired concepts into knowledge base and values. Contents of project are not comprehensive, and lack innovation. The text is loosely structured and somewhat incoherent, though the expression of ideas is linked to the core of the topic. Reference works are insufficient, able in part to express reasonable personal judgment and views, albeit unclear. Text flow is not fluent and lacks proper diction.</p>	<p>many lacunae, unable to distinguish basic information, and only collects some elementary sources, unable to integrate new concepts into knowledge base and values. Contents of project are fragmentary and incoherent. There is no distinction between primary and secondary materials, there is no connection between ideas, there is no logical link to topic, unable to give personal judgment and views, or view is vague and irrational. Reference books are seriously insufficient or lacking. Text flow is problematic, although there is some expression of ideas. Linguistic awareness is weak, too many quotes from other people.</p>
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Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Silk Road, Silk Route, China and the West, Xuanzang, Chinese Muslims, Buddhism, Central Asia, Kumārajīva, Chinese Porcelain, Marco Polo, Maritime Silk Routes, Shosoin, Mukamu, Manichean, Loulan, Dunhuang Frescoes, Nestorian Christianity.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Brownstone David M., <i>The silk road : a history</i> . New York : Facts on File Pub..
2.	Chinese Civilisation Centre(2007), <i>China : five thousand years of history and civilization</i> . Hong Kong : City University of Hong Kong Press.
3.	Polo Marco, <i>The Travels of Marco Polo</i> . New York : Liveright : London : Norton, 2003.
4.	Liu Xinru(2010), <i>The Silk Road in world history</i> . Oxford ; New York : Oxford University Press.
5.	Boulnois Luce and Loveday Helen (2005,2012), <i>Silk Road: Monks, Warriors & Merchants on the Silk Road</i> . New York : W.W. Norton.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	DeFalco Daphne Li-mei(2007), <i>The Silk Road in China</i> . California State University, Long Beach.
2.	Elisseeff Vadime(2000), <i>The silk roads : highways of culture and commerce</i> . New York : Berghahn Books ; Paris UNESCO Pub.
3.	Gregory Ian N(2003)., <i>A Place in History: A Guide to Using GIS in Historical Research</i> . Oxford : Oxbow.
4.	Gregory Ian N(2007)., <i>Historical GIS: Technologies, Methodologies, and Scholarship</i> . Cambridge ; New York : Cambridge University Press.
5.	Hill, John E. (2009). <i>Through the Jade Gate to Rome: A Study of the Silk Routes during the Later Han Dynasty, 1st to 2nd Centuries CE</i> . BookSurge, Charleston, South Carolina.
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94.	數位博物館計畫：玄奘西域行— http://ccbs.ntu.edu.tw/silk/index.html

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	CILOs 3,4,5
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	CILOs 3, 4
PILO 3: Demonstrate critical thinking skills	CILOs 1, 2, 3
PILO 4: Interpret information and numerical data	CILO 4
PILO 5: Produce structured, well-organised and fluent text	CILOs 2,4
PILO 6: Demonstrate effective oral communication skills	CILOs 1,3
PILO 7: Demonstrate an ability to work effectively in a team	CILOs 1,3,4
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	CILOs 2,3,5
PILO 9: Value ethical and socially responsible actions	/
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	CILOs 2,3,4,5

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task
<p>5. GIS Project</p> <p>a. The Wiki system will show the student's performance history, which is recorded and turned into data, to facilitate objective assessment of the students' progress.</p> <p>b. GIS platform will provide the students with the chance to discuss and edit each other's work, which enables them to assess their knowledge outcomes, skills outcomes and effective learning outcomes.</p> <p>c. As GIS is merged by various learning activities, it can promote Active Learning and Cooperative Learning. Furthermore, the teacher will ask the students to study the topic of their group and apply the principles of critical thinking by identifying and challenging assumptions, or discovering aspects. The records of their writing process, including various stages of design, from (1)the plan, (2)the details, (3)application, (4)discovery, (5)differentiation to (6)creation, can be shown in the Wiki platform in GIS. The result is an increase of their study ownership, while the attitude and the ability of discovery can also be clearly assessed.</p>