

City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2020/21

Part I Course Overview

Course Title:	Project
Course Code:	CAH4399
Course Duration:	2 Semesters
Credit Units:	6
Level:	B4
Proposed Area: <i>(for GE courses only)</i>	
Medium of Instruction:	English/Chinese
Medium of Assessment:	English/Chinese* (*subject to the discretion of the Department Head based on academic reasons)
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	CAH4191 Project, CAH4890 Project
Exclusive Courses: <i>(Course Code and Title)</i>	CAH4514 Project

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to enable students to consolidate and develop the knowledge, methods and skills acquired in the program. In undertaking the project, they have to demonstrate initiative, innovation, intellectual achievement, as well as reflect on the chosen subject matter and apply research methods skillfully. They will also develop and demonstrate the ability to efficiently manage and complete a substantial piece of academic work. Face-to-face teaching model will be conducted during the semesters.

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 the ability to conduct research including presenting the contents, footnotes and references in academic format, generating research questions and arguments, as well as assessing literary and historical sources	20%	✓		
2.	Demonstrate use of primary and secondary research	20%	✓		
3.	Apply selected theories and methods	20%		✓	✓
4.	Criticize the research outputs produced by scholars	20%		✓	
5.	Generate original, innovative and creative viewpoints	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		
Literature Search	Library and on-line literature search	✓	✓					

Individual one-to-one consultation	Face to face meeting and through other electronic means; initial meetings to define the direction of the project; discussion of concepts; revision of student's submitted drafts		✓	✓	✓			
Oral and /or written progress reports	Oral and/or written progress reports	✓	✓	✓	✓	✓		
Research Paper	Student submits drafts of different parts of the project for feedback and discussion, complete version of the project		✓	✓	✓	✓		

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			
Continuous Assessment: 100%							
Research paper: length: about 10,000 words both in Chinese and English. Students should submit a project proposal for approval before they are allowed to register for the course. It will involve a lot of independent work on the part of the students, with advice and feedback from their supervisors. Students will need to manage their time well. Finally, students should submit a research paper in academic form and demonstrate that it is original, well-written, rigorous, coherent and insightful.	✓	✓	✓	✓		100%	
Examination: - (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)
Project	This assessment will grade on the following aspects: 1. Introduction, organization, paragraph development, conclusion and bibliographic information. 2. Style of writing. 3. Thesis, argument, insight and originality, analysis, use of sources.	Excellent in managing the various stages in the process of 1. making discoveries in his/her field of studies; 2. completing a substantial piece of academic work with well-written, rigorous, coherent and insightful contents; 3. presenting clear, concise, logical, well-organized writing; 4. presenting a	Good in managing the various stages in the process of 1. making discoveries in his/her field of studies; 2. completing a substantial piece of academic work with well-written, rigorous, coherent and insightful contents; 3. presenting clear, concise, logical, well-organized writing; 4. presenting a conspicuous thesis, a solid and coherent	Adequate in managing the various stages in the process of 1. making discoveries in his/her field of studies; 2. completing a substantial piece of academic work with well-written, rigorous, coherent and insightful contents; 3. presenting clear, concise, logical, well-organized writing; 4. presenting a conspicuous thesis, a solid and coherent	Poor in managing the various stages in the process of 1. making discoveries in his/her field of studies; 2. completing a substantial piece of academic work with well-written, rigorous, coherent and insightful contents; 3. presenting clear, concise, logical, well-organized writing; 4. presenting a conspicuous thesis, a solid and coherent argument,	Failure to submit the project or very poor in managing the various stages in the process of 1. making discoveries in his/her field of studies; 2. completing a substantial piece of academic work with well-written, rigorous, coherent and insightful contents; 3. presenting clear, concise, logical, well-organized writing;

		<p>conspicuous thesis, a solid and coherent argument, insightful and original viewpoints, and evidence of critical analysis</p> <p>5. able to identify relevant current scholarship; proper use of primary and second historical sources; concluding in an original and insightful manner.</p>	<p>argument, insightful and original viewpoints, and evidence of critical analysis</p> <p>5. able to identify relevant current scholarship; proper use of primary and second historical sources; concluding in an original and insightful manner.</p>	<p>argument, insightful and original viewpoints, and evidence of critical analysis</p> <p>5. able to identify relevant current scholarship; proper use of primary and second historical sources; concluding in an original and insightful manner.</p>	<p>insightful and original viewpoints, and evidence of critical analysis</p> <p>5. able to identify relevant current scholarship; proper use of primary and second historical sources; concluding in an original and insightful manner.</p>	<p>4. presenting a conspicuous thesis, a solid and coherent argument, insightful and original viewpoints, and evidence of critical analysis</p> <p>5. able to identify relevant current scholarship; proper use of primary and second historical sources; concluding in an original and insightful manner.</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.)

There is no formal syllabus. Students are required to undertake the project individually under the supervision of a teacher. Students choose and work on their own subject matter related to the central concerns of the programme.

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.)

J.S. Graustein, *How to Write an Exceptional Thesis or Dissertation: a Step-by-step Guide from Proposal to Successful Defense*, Ocala: Atlantic Pub. Group, Inc, 2014.

Jessica L. Clark, *Scholarly Writing: Ideas, Examples and Execution*, Durham: Carolina Academic Press, 2012.

2.2 Additional Readings

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

1.	榮新江：《學術訓練與學術規範：中國古代史研究入門》，北京：北京大學出版社，2011。
2.	林慶彰：《學術論文寫作指引（文科適用）》第二版，台北：萬卷樓，2011。
3.	張慶勳：《論文寫作手冊》，台北：心理出版社，2005。
4.	Eric Hayot, <i>The Elements of Academic Style: Writing for the Humanities</i> , New York: Columbia University Press, 2014.
5.	Kate Turabian, <i>A Manual for Writers of Research Papers, Theses, and Dissertations</i> , Chicago: University of Chicago Press, 2013.