City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2022 / 23

Part I   Course Overview

Course Title: Capstone Project in Chinese History and Cultural Heritage

Course Code: CAH5798

Course Duration: Two semesters

Credit Units: 3 (1 in Semester A and 2 in Semester B)

Level: P5

Medium of Instruction: Chinese

Medium of Assessment: Chinese

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II   Course Details

1.   **Abstract**

This course aims to enable students to integrate, consolidate, and apply the theories, knowledge, academic skills acquired in the programme in developing knowledge transfer projects in history and heritage of China. Students will learn to 1) apply theories, knowledge and academic skills into practice; 2) identify real-life problems; 3) formulate and design original solutions; 4) implement the project in a group effectively.

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.	Identify real-life problems pertaining to the use of understanding and knowledge of Chinese history and heritage.		✓	✓	
2.	Apply theories, knowledge, and academic skills to address real-life problems pertaining to the use of understanding and knowledge of Chinese history and heritage.		✓	✓	
3.	Formulate original and creative solutions to real-life problems pertaining to the use of understanding and knowledge Chinese history and heritage.		✓	✓	✓
4.	Present the project with clarity, precision and cogency		✓	✓	✓
5.	Implement the project in a group effectively		✓	✓	✓
		100%			

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		
Seminars and workshops	Students attend seminars / workshops and engage in tasks such as group discussions, presentation, text / case analysis.	✓	✓	✓	✓	✓		
Meetings with supervisor	Regular meetings between the project group and the supervisor	✓	✓	✓	✓			
Reading	Books and articles related to the topics	✓	✓	✓				
Project	Students will work in small groups to deliver their projects in the form of, but not limited to, written project, portfolio, video, magazine, websites, mobile app etc.	✓	✓	✓	✓	✓		

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%								
Proposal	✓	✓	✓	✓			10%	
Reflective journal	✓	✓	✓				15%	
Group presentation	✓	✓	✓	✓			20%	
Peer review	✓	✓	✓				5%	
Project	✓	✓	✓	✓	✓		50%	
Examination: 0%								
							100%	

5. Assessment Rubrics

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

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Proposal	Ability to identify and address real-life problems, design and formulate original and creative solutions, articulate the proposal with coherence, clarity, and persuasiveness.	Strong evidence of: • insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer • outstanding originality, creativity, feasibility, sustainability of the proposal	Some evidence of: • insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer • outstanding originality, creativity, feasibility, sustainability of the proposal	Weak evidence of: • insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer • outstanding originality, creativity, feasibility, sustainability of the proposal	Unable to identify and address real-life problems, design and formulate solutions, articulate an organized proposal
2. Reflective journal	Students are required to write a reflective journal to report their reflections, insights, learning experiences in the teaching and learning process throughout the course in regard of the applications, impact, implications, and limitations of their knowledge transfer projects.	Strong evidence of: • Critical and insightful reflection of the applications, impact, implications, and limitations of the knowledge transfer projects; • Rigorous organization, coherent structure, systematic composition	Some evidence of: • Critical and insightful reflection of the applications, impact, implications, and limitations of the knowledge transfer projects; • Rigorous organization, coherent structure, systematic composition	Weak evidence of: • Critical and insightful reflection of the applications, impact, implications, and limitations of the knowledge transfer projects; • Rigorous organization, coherent structure, systematic composition	Unable to demonstrate a critical and insightful reflection of the applications, impact, implications of the knowledge transfer projects

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
3. Group presentation	Students are required to present their proposals and projects with a clear demonstration of rigorous organization, coherent structure, balanced composition and an ability to analyse with cogent arguments and creative comments.	Strong evidence of: • Rich content, excellent grasp of the materials with in-depth knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management	Some evidence of: • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management	Weak evidence of: • Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter; • Rigorous organization, coherent structure, balanced composition; • Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management	• Limited familiarity with the content, organization, structure of the proposals and projects; • Overly soft voice, indistinct pronunciation and improper diction, seriously over time.
4. Peer review	Ability to critically evaluate different facts and statements, to provide practical and innovative comments with persuasive demonstration; Ability to give feedback on fellow students' presentations.	Strong evidence of: • Rich content, ability to integrate various resources based on demand; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively.	Some evidence of: • Rich content, ability to integrate various resources based on demand; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively.	Weak evidence of: • Rich content, ability to integrate various resources based on demand; • Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively.	Vague and devoid of content, weak ability to comprehend fellow students' presentation;

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
5. Project	• Ability to identify and address real-life problems, design and formulate original and creative solutions, articulate the project proposal with coherence, clarity, and persuasiveness • Ability to apply essential theories and practices of knowledge transfer in the project	Strong evidence of: • insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer • outstanding originality, creativity, feasibility, sustainability of the project • Rich content, ability to integrate various resources into primary and secondary levels; • Rigorous organization, coherent structure, systematic composition;	Some evidence of: • insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer • outstanding originality, creativity, feasibility, sustainability of the project • Rich content, ability to integrate various resources into primary and secondary levels; • Rigorous organization, coherent structure, systematic composition;	Weak evidence of: • insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer • outstanding originality, creativity, feasibility, sustainability of the project • Rich content, ability to integrate various resources into primary and secondary levels; • Rigorous organization, coherent structure, systematic composition;	Unable to identify and address real-life problems, design and formulate solutions, articulate an organized project with originality, creativity, feasibility, sustainability of the project

Not applicable to students admitted before Semester A 2022/23

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.)

Knowledge transfer, knowledge applications, digital humanities, Chinese culture, Chinese history, Chinese heritage, tangible heritage, intangible heritage, natural heritage

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.	林慶彰，《學術論文寫作指引（文科適用）》第二版，臺北：萬卷樓，2011。
2.	數位典藏與數位人文國際研討會，《數位人文在歷史學研究的應用》，臺北：國立台灣大學出版中心，2011。
3.	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。

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

1.	李婉薇、馮志弘：《中文報道及口述歷史寫作：教學與實踐》，香港：現代教育研究社有限公司，2016。
2.	苑利、顧軍：《遺產報告：世界文化遺產保護運動的理論與實踐》，北京：社會科學文獻出版社，2005。
3.	徐贛麗：《文化遺產在當代中國：來自田野的民俗學研究》，北京：中國社會科學出版社，2014。
4.	項潔編，《從保存到創造：開啟數位人文研究》，臺北：國立臺灣大學出版中心，2011。
5.	項潔編，《數位人文研究的新視野：基礎與想像》，臺北：國立臺灣大學出版中心，2011。
6.	項潔編，《數位人文要義：尋找類型與軌跡》，臺北：國立臺灣大學出版中心，2012。
7.	蔡柏盈，《從字句到結構：學術論文寫作指引》，臺北：國立臺灣大學出版中心，2010。
8.	Cooper, David, Christopher Donaldson, and Patricia Murrieta-Flores, eds. *Literary Mapping in the Digital Age*. London: Routledge, 2016.
9.	Gray, David. *Doing Research in the Real World*. 4th ed. London: SAGE Publications, 2018.
10.	Nora, M. et al. *World Heritage Cultural Landscapes: A Handbook for Conservation and Management*. Paris: UNESCO, 2009.
11.	Schreibman, Susan, Ray Siemens, and John Unsworth, eds. *A New Companion to Digital Humanities*. Chichester: Wiley-Blackwell, 2016.
12.	Smith, Lisa Mooney. *Knowledge Transfer in Higher Education Collaboration in the Arts and Humanities*. Basingstoke: Palgrave Macmillan, 2012.
13.	Terras, Melissa, Julianne Nyhan, and Edward Vanhoutte, eds. *Defining Digital Humanities*.

	Surrey: Ashgate, 2013.
14.	Verhoeven, Pieternella Susanna. *Doing Research: The Hows and Whys of Applied Research.* 3rd ed. The Hague: Eleven International Publishing, 2011.
15.	Wilkinson, Endymion Porter. *Chinese History: A New Manual.* Cambridge: Harvard University Asia Center: Distributed by Harvard University Press, forth ed., 2015.