

**City University of Hong Kong**  
**Course Syllabus**

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

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**Part I Course Overview**

<b>Course Title:</b>	Methods for Studying Humanities
<b>Course Code:</b>	CAH2614
<b>Course Duration:</b>	1 Semester
<b>Credit Units:</b>	3
<b>Level:</b>	B2
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to guide year-one students to study humanities subjects and to equip them with the necessary learning methods, techniques, tools and attitudes for their undergraduate study. By introducing important concepts, methods and techniques, students will find ways for studying humanities. This course gives them access to the invaluable learning techniques used by experts in history, philosophy, literature, art and anthropology and many other disciplines. It trains students to use library resources and online databases, construct strong arguments on specific topics, organise evidences and ideas, provide ample support for their standpoints and comply with academic ethics. Students are expected to master the skills in various academic writings, reading and oral presentation.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify effective strategies for generating new ideas, organising coherent arguments, structuring research sources, presenting sufficient evidences, and revising compositions in a variety of academic writing for humanities subjects.	25%	✓		
2.	Reflect the writing, reading and oral presentation skills by practical experience.	25%	✓		
3.	Apply learning techniques to using library resources and online databases.	20%		✓	
4.	Apply methods, techniques and tools to learning humanities subjects	30%			✓
		100%			

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

<sup>#</sup> 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			
Lecture	In order to promote active learning and encourage new discovery, besides normal lectures, students will be engaged in in-class group activities, e.g. group discussions and debates.	✓	✓	✓				
Reading	Books and articles related to the topic.	✓		✓				
Written assignments	Written assignments will put into practice the various persuasive techniques taught in class.		✓		✓			
Tutorial Presentation and Discussion	All tutorials are topic-oriented. Students are expected to study the assigned readings in advance, and all of them will take turns to present and lead discussion throughout the course. Teachers will assess students' analytical skills and their understanding of assigned readings. Tutorials ensure that there is sufficient teacher-learner interaction and peer discussion. Group presentations and discussions may be conducted during tutorials. Students assigned as discussants should actively take part in discussions right after the presentation.		✓	✓	✓			

### 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: <u>100</u> %								
1. Presentation: emphasis is placed on the depth of knowledge and the application of methods.		✓	✓				20%	
2. Written assignments: students are required to submit assignment(s), such as short essays, book reviews	✓	✓	✓	✓			25%	
3. Research proposal (10%) and 2,500-word final paper (25%): students are required to submit one research proposal and one final paper in academic format. Students are	✓	✓	✓	✓			35%	

expected to develop their own views and perspective to comment the materials, approaches and ideas of the book so as to show their usage of methods and techniques.								
4. Participation and discussion in class: students are motivated to learn and discover new perspectives on the subjects discussed. The teacher will give students practice and writing exercises in class. They have to make comments on other students' works in class.	✓	✓	✓				20%	
							100%	

\* 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. Presentation	This assessment will grade on content and fluency of presentation as well as the organisation and coherence of the assignment. The group delivering presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, analysis of the resources. They should lead classmates into the discussion, to explain with rich content and excellent grasp of the materials with in-depth or extensive knowledge of the subject matter. They should demonstrate	<p>Strong evidence of:</p> <ul style="list-style-type: none"> <li>Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>Rigorous organization, coherent structure, balanced composition;</li> <li>Critical analysis, convincing statement and creative comment;</li> </ul> <p>Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management</p>	<p>Some evidence of:</p> <ul style="list-style-type: none"> <li>Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>Rigorous organization, coherent structure, balanced composition;</li> <li>Critical analysis, convincing statement and creative comment;</li> </ul> <p>Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</p>	<p>Limited evidence of:</p> <ul style="list-style-type: none"> <li>Rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;</li> <li>Rigorous organization, coherent structure, balanced composition;</li> <li>Critical analysis, convincing statement and creative comment;</li> </ul> <p>Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</p>	<ul style="list-style-type: none"> <li>Loose organization, but acceptable identified content.</li> <li>Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials;</li> <li>Simple and unilateral comments, without clear explanation;</li> <li>Acceptable pronunciation and expression; a few mistakes in diction, but no influence to general delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes;</li> <li>Loose organization, without distinct primary and secondary structure;</li> <li>Devoid of personal comment and/or unreasonable opinion;</li> <li>Overly soft voice, indistinct pronunciation and improper diction, seriously over time.</li> </ul>

	rigorous organization, coherent structure, balanced composition and an ability to criticize and analysis with cogent arguments and creative comments.					
2. Written assignments	This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up argument and analyse critically, apply research methods skilfully, and conclude in a convincing and creative manner.	Strong evidence of : <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Creative, and insightful ideas</li> <li>• Ability to interpret the opinions originally;</li> <li>• Sufficient and organized references which can be utilized in</li> </ul>	Some evidence of : <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Creative and insightful ideas</li> <li>• Ability to interpret the opinions originally;</li> <li>• Sufficient and organized references which can be utilized in accordance with</li> </ul>	Limited evidence of : <ul style="list-style-type: none"> <li>• Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>• Rigorous organization, coherent structure, systematic composition;</li> <li>• Creative and insightful ideas</li> <li>• Ability to interpret the opinions originally;</li> <li>• Sufficient and organized references which can be utilized in</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;</li> <li>• Loose organization;</li> <li>• Ability to express relevant points to the subject matter;</li> <li>• References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;</li> <li>• Sentence fluency and diction is acceptable.</li> </ul>	<ul style="list-style-type: none"> <li>• Vague and devoid of content, weak ability to integrate limited resources ;</li> <li>• Loose organization, without distinct primary and secondary levels;</li> <li>• Unsystematic ideas which cannot express the subject matter or relevant themes;</li> <li>• Overly simple summary of references, no personal idea and/ or unreasonable comment;</li> <li>• Seriously insufficient/ no reference;</li> <li>• Although</li> </ul>

		<p>accordance with the topic.</p> <ul style="list-style-type: none"> <li>Exact and fluent expression, good sense of context, ability to use various research methods and writing skills to make the paper convincing with proper diction.</li> </ul>	<p>the topic.</p> <ul style="list-style-type: none"> <li>Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>accordance with the topic.</p> <ul style="list-style-type: none"> <li>Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>		<p>expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.</p>
3. Research proposal and final paper	<p>This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up argument and analyse critically, apply research methods skilfully, and conclude in a convincing and creative manner.</p>	<p>Strong evidence of :</p> <ul style="list-style-type: none"> <li>Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>Rigorous organization, coherent structure, systematic composition;</li> <li>Creative, and insightful ideas</li> <li>Ability to interpret the opinions originally;</li> <li>Sufficient and</li> </ul>	<p>Some evidence of :</p> <ul style="list-style-type: none"> <li>Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>Rigorous organization, coherent structure, systematic composition;</li> <li>Creative and insightful ideas</li> <li>Ability to interpret the opinions originally;</li> <li>Sufficient and organized</li> </ul>	<p>Limited evidence of :</p> <ul style="list-style-type: none"> <li>Rich content, ability to integrate various resources into primary and secondary levels based on demand ;</li> <li>Rigorous organization, coherent structure, systematic composition;</li> <li>Creative and insightful ideas</li> <li>Ability to interpret the opinions originally;</li> <li>Sufficient and</li> </ul>	<ul style="list-style-type: none"> <li>Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;</li> <li>Loose organization;</li> <li>Ability to express relevant points to the subject matter;</li> <li>References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;</li> </ul>	<ul style="list-style-type: none"> <li>Vague and devoid of content, weak ability to integrate limited resources ;</li> <li>Loose organization, without distinct primary and secondary levels;</li> <li>Unsystematic ideas which cannot express the subject matter or relevant themes;</li> <li>Summary of references, no personal idea and/or unreasonable comment;</li> <li>Seriously insufficient/ no</li> </ul>

		<p>organized references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> <li>• Exact and fluent expression, good sense of context, ability to use various research methods and writing skills to make the paper convincing with proper diction.</li> </ul>	<p>references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> <li>• Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<p>organized references which can be utilized in accordance with the topic.</p> <ul style="list-style-type: none"> <li>• Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence fluency and diction is acceptable.</li> </ul>	<p>reference;</p> <ul style="list-style-type: none"> <li>• Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.</li> </ul>
<p>4. Participation and discussion in class</p>	<p>Students actively participate in discussions, debates and other class activities in tutorials and lectures. They have to show their ability to interpret and criticize both insightfully and innovatively.</p>	<p>Strong evidence of :</p> <ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, ability to simulate class discussion and comment on other points.</li> <li>• Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	<p>Some evidence of :</p> <ul style="list-style-type: none"> <li>• Active in-class participation, positive listening, ability to initiate class discussion and comment on other points.</li> <li>• Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	<p>Limited evidence of :</p> <ul style="list-style-type: none"> <li>• Active in-class participation, listening comprehension, ability to participate class discussion and comment on other points.</li> <li>• Sufficient pre-class preparation and familiarity with peer reports and other materials.</li> </ul>	<p>Marginally satisfies the basic requirements of the participation.</p>	<p>Fail to meet minimum requirements of participation</p>

**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.)*

academic ethics, academic writings, anthropology, art, attitudes, history, humanities, library resources, literature, methods, online databases, oral presentation, philosophy, reading, technique, tool

**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.	Booth, Wayne C., Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald. <i>The Craft of Research</i> . Vol. 16. Chicago: University of Chicago Press, 2016.
2.	Cullen, Jim. <i>Essaying the Past : How to Read, Write, and Think about History</i> . Hoboken: John Wiley & Sons, Incorporated, 2016.
3.	Dunleavy, Patrick. <i>Studying for a Degree: in the Humanities and Social Sciences</i> . London: Palgrave, 1986.
4.	Bates, Catherine and Abi Matthewman. <i>Studying Arts and Humanities</i> . London: Red Globe Press, 2009.

**Online Resources:**

**2.2 Additional Readings**

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

1.	Ranamukalage Chandrasoma, <i>Academic Writing and Interdisciplinarity</i> (Newcastle: Cambridge Scholars, 2010).
2.	Reading, Writing, and Researching for History: A Guide for College Students. <a href="http://www.bowdoin.edu/writing-guides/">http://www.bowdoin.edu/writing-guides/</a>