

CAH4299: CAPSTONE PROJECT IN CHINESE, HISTORY AND CULTURAL HERITAGE II

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Capstone Project in Chinese, History and Cultural Heritage II

Subject Code

CAH - Chinese and History

Course Number

4299

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

Two Semesters

Credit Units

0-6

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

Other Languages

Other Languages for Medium of Instruction

English/Chinese

Medium of Assessment

Other Languages

Other Languages for Medium of Assessment

English/Chinese*

(*subject to the discretion of the Department Head based on academic reasons)

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

CAH4499 Capstone Project in Chinese, History and Cultural Heritage I

Part II Course Details

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 Chinese, history and cultural heritage. Students will learn to 1) apply theories, knowledge and research skills into practice; 2) identify real-life problems; 3) formulate and design original solutions; 4) implement the project in a group effectively.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify real-life problems pertaining to the use of Chinese, history and cultural heritage		x	x	
2	Apply theories, knowledge, and research skills to address real-life problems pertaining to the use of Chinese, history and cultural heritage		x	x	
3	Formulate original and creative solutions to real-life problems pertaining to the use of Chinese, history and cultural heritage		x	x	x
4	Present the project with clarity, precision and cogency		x	x	x
5	Implement the project in a group effectively		x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Seminars and workshops	Students attend seminars/ workshops and engage in tasks such as group discussions, presentations, text/ case analysis.	1, 2, 3, 4, 5	

2	Large class teaching and learning activities	Interactive classroom activities and class works will be involved. Multimedia tools such as film, video, TV show, music, Websites etc. will be used in teaching if necessary. This activity will develop a strong sense of curiosity.	1, 2, 3, 4	
3	Reading	Students will read the books and articles related to the topics under the guidance of the supervisor	1, 2, 3	
4	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.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Written report	1, 2, 3	30	-	No
2	Discussions	1, 2, 3, 4	10	-	No
3	Presentation(s)	1, 2, 3, 4	20	-	Yes
4	Project	1, 2, 3, 4, 5	40	-	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Written report

Criterion

- Ability to explain with rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- Rigorous organization, coherent structure, balanced composition;
- Ability to criticize and analyze with convincing statements and creative comments.

Excellent (A+, A, A-)

Strong 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;
- critical analysis, convincing statement and creative comment.

Good (B+, B, B-)

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;
- critical analysis, convincing statement and creative comment.

Fair (C+, C, C-)

Limited 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;
- critical analysis, convincing statement and creative comment.

Marginal (D)

Weak evidence of only one of the following criteria and failure to address the others:

- rich content, excellent grasp of the materials with in-depth or extensive knowledge of the subject matter;
- rigorous organization, coherent structure, balanced composition;
- critical analysis, convincing statement and creative comment.

Failure (F)

- Limited familiarity with the facts of the reading and its surface relations, unsystematic ideas which cannot express the subject matter or relevant themes;
- Loose organization, without distinct primary and secondary structure;
- Devoid of personal comment and/or unreasonable opinion.

Assessment Task

2. Discussions

Criterion

- Ability to identify and analyze the topics critically with excellent grasp of the materials and in-depth knowledge of the subject matter;
- Ability to interpret independent opinions effectively and efficiently.

Excellent (A+, A, A-)

Strong evidence of:

- positive listening, ability to stimulate class discussion and comment on other points;
- sufficient pre-class preparation and familiarity with peer reports and other materials.

Good (B+, B, B-)

Some evidence of:

- positive listening, ability to initiate class discussion and comment on other points;
- sufficient pre-class preparation and familiarity with peer reports and other materials.

Fair (C+, C, C-)

Limited evidence of:

- positive listening, ability to initiate class discussion and comment on other points;
- sufficient pre-class preparation and familiarity with peer reports and other materials.

Marginal (D)

Marginally satisfies the basic requirements of the discussion and comments on other points.

Failure (F)

Fail to meet minimum requirements of discussion and comment on other points.

Assessment Task

3. Presentation(s)

Criterion

Students are required to present their projects with a clear demonstration of rigorous organization, coherent structure, balanced composition, and an ability to analyze with cogent arguments and creative comments.

Excellent (A+, A, A-)

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, precise time-management.

Good (B+, B, B-)

Some 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, precise time-management.

Fair (C+, C, C-)

Limited 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, precise time-management.

Marginal (D)

Weak evidence of only one of the following criteria and failure to address the others:

- 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, precise time-management.

Failure (F)

- Limited familiarity with the content, organization, and structure of the projects;
- Inaudible voice, indistinct pronunciation, and improper diction, seriously over or short of presentation time.

Assessment Task

4. Project

Criterion

- Ability to identify and address real-life problems, design and formulate original and creative solutions, articulate the project with coherence, clarity, and persuasiveness;
- Ability to apply essential theories and practices of knowledge transfer in the project.

Excellent (A+, A, A-)

Strong evidence of:

- insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer;
- outstanding originality, creativity, feasibility, and sustainability of the project;
- rich content, ability to integrate various primary and secondary resources into the project;
- rigorous organization, coherent structure, systematic composition.

Good (B+, B, B-)

Some evidence of:

- insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer;
- outstanding originality, creativity, feasibility, and sustainability of the project;
- rich content, ability to integrate various primary and secondary resources into the project;
- rigorous organization, coherent structure, systematic composition.

Fair (C+, C, C-)

Limited evidence of:

- insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer;
- outstanding originality, creativity, feasibility, and sustainability of the project;
- rich content, ability to integrate various primary and secondary resources into the project;
- rigorous organization, coherent structure, systematic composition.

Marginal (D)

Weak evidence of only one of the following criteria and failure to address the others:

- insightful discovery and analysis of real-life problems with rigorous applications of knowledge transfer;
- outstanding originality, creativity, feasibility, and sustainability of the project;
- rich content, ability to integrate various primary and secondary resources into the project;
- rigorous organization, coherent structure, systematic composition.

Failure (F)

Unable to identify and address real-life problems, design and formulate solutions, articulate an organized project with originality, creativity, feasibility, sustainability of the project.

Part III Other Information

Keyword Syllabus

Knowledge transfer, knowledge applications, digital humanities, Chinese language, Chinese literature, Chinese culture, creative writing, media writing, history, public history, oral history, heritage, cultural heritage, tangible heritage, intangible heritage, natural heritage

Reading List**Compulsory Readings**

Title	
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	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。
3	漢寶德，《文化與文創》，臺北：聯經出版公司，2014。
4	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。

Additional Readings

Title	
1	許焯權主編，《香港文化及創意產業與珠江三角洲的關係研究：終期報告》，香港：香港大學文化政策研究中心，2006。
2	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。
3	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。
4	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。
5	黃擎天、范俊南，《廣告文案全攻略：香港實戰版》，香港：明窗出版社，1999。
6	黃淑嫻，《香港影像書寫：作家、電影與改編》，香港：香港大學出版社，2014。
7	賴蘭香，《傳媒中文寫作（全新修訂本）》，香港：中華書局，2012。

8	吳小如、吳同賓，《中國文史工具資料書舉要》，天津：天津古籍出版社，2002。
9	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。
10	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。
11	Albrecht Rothacher著，黎曉旭譯，《品牌背後的故事：品牌經營策略與企業文化》，臺北：久石文化，2006。
12	Booth, Wayne C, Gregory G Colomb, Joseph M Williams, Joseph Bizup, and William T Fitzgerald. <i>The Craft of Research</i> . Chicago: University of Chicago Press, 2016.
13	Cooper, David, Christopher Donaldson, and Patricia Murrieta-Flores, eds. <i>Literary Mapping in the Digital Age</i> . London: Routledge, 2016.
14	De Waal Malefyt, Timothy, Robert J. Morais. <i>Advertising and Anthropology: Ethnographic Practice and Cultural Perspectives</i> . London: Routledge, 2020.
15	Gray, David. <i>Doing Research in the Real World</i> . 4th ed. London: SAGE Publications, 2018.
16	Martin, Sylvia J. <i>Haunted: An Ethnography of the Hollywood and Hong Kong Media Industries</i> . Oxford: Oxford University Press, 2017.
17	Nora, M. et al. <i>World Heritage Cultural Landscapes: A Handbook for Conservation and Management</i> . Paris: UNESCO, 2009.
18	Schreibman, Susan, Ray Siemens, and John Unsworth, eds. <i>A New Companion to Digital Humanities</i> . Chichester: Wiley-Blackwell, 2016.
19	Smith, Lisa Mooney. <i>Knowledge Transfer in Higher Education Collaboration in the Arts and Humanities</i> . Basingstoke: Palgrave Macmillan, 2012.
20	Tao, Hongyin, and Howard Hao-Jan Chen, eds. <i>Chinese for Specific and Professional Purposes: Theory, Pedagogical Applications, and Practices</i> . Singapore: Springer, 2019.
21	Terras, Melissa, Julianne Nyhan, and Edward Vanhoutte, eds. <i>Defining Digital Humanities</i> . Surrey: Ashgate, 2013.
22	Verhoeven, Pieterella Susanna. <i>Doing Research: The Hows and Whys of Applied Research</i> . 3rd ed. The Hague: Eleven International Publishing, 2011.
23	Wilkinson, Endymion Porter. <i>Chinese History: A New Manual</i> . Cambridge: Harvard University Asia Center: Distributed by Harvard University Press, forth ed., 2015.