Course Title: CURE 4153   Senior Seminar 專題研討

First Term   2023/2024   Thursday

Meeting hours: 3:30 am- 6:15 pm (Venue=)
                 AV code =

Lecturer: Prof. TAM, Wai Lun 譚偉倫 (CRS)
                 Dr. Tse Sze Hei 謝思熹 (CRS)

Course Description:

This course serves as a capstone course that targets the synthesis of subject knowledge and developing independent enquiry ability of evaluating information and engaging in critical analysis and argument. Students will be helped to acquire greater depth or sharpness of focus and deepening intellectual maturity. Excellent students would display originality, insight and the ability to progress to further studies and research. To fulfill the course requirement, students could either take a thesis route or project route. Decision has to be made before the commencement of the course. Students taking the course will be contacted to attend at least two pre-course meetings.

For those who may not have an immediate plan for further studies, they could undertake a project related to social entrepreneur directed under Dr. Tse Sze Hei. For students who decided to take the thesis route, Prof. Tam Wai Lun will guide them through. Students taking the thesis route should present their draft during term time (25%) and submit at the end of the course a Bachelor thesis that allows student to synthesize different knowledge they learn over the course of their BA studies and to ensure independence and intellectual maturity are attained (45%).

For those who decided to take the project route, they should get the approval in advance from the course instructor and work closely with Dr. Tse Sze Hei. They should present their draft during term time (25%) and a final report should also be submitted at the end of the course (45%).

No matter taking the Project or Thesis route, all students are expected to participate in all class discussions (20%). An important part of the course is to learn from fellow student's thesis or project.

Learning outcomes

<u>Knowledge Outcomes</u>

(1) Student would be able to demonstrate their understanding of religion in its historical settings and contemporary contexts of modern living, globally and

locally.

(2) Students would be able to demonstrate how religion as a phenomenon, can be analyzed historically, psychologically, sociologically, philosophically, and artistically.

Skills Outcomes

(1) Student would learn to present with confidence, write with clarity and lay the groundwork for future success.

(2) Student would be able to demonstrate an ability to engage in academic discussion and frame questions and pursue answers to social, cultural and global problems using interdisciplinary methods.

(3) Students would be able to learn different skills including but not limited to market research, interview and pitching through project-based study.

Attitude Outcomes

(1) Student would be able to demonstrate their self-critical awareness of presuppositions and recognition that statements should be tested, that evidence and arguments are subject to assessment, that the interpreter's role demands critical evaluation.

(2) Student would be able to demonstrate their awareness of the plurality and multi-faceted complexity within religious traditions and have an appreciative attitude towards diversity in a pluralistic global society.

(3) Student would be able to develop empathy with the underprivileged and positive engagement with the community.

Assessment

The purpose of this seminar is to assist students in preparing their graduation Bachelor theses or a major Final Year Project Report. The topic has to be decided before the commencement of the course with the approval of course instructor.

Students are required to:
(1)   Submit a 1-page thesis/project proposal on/ before Aug 15 (5%) (details below)
(2)   Perform a 10-minute presentation of their proposal in August 15 (5%)
(3)   Perform a 20-minute presentation in term time starting in October followed by an open discussion in another 20 minutes. Hand in a written draft a week

before the presentation (25%)

(4) Participate in discussion in all class presentations (20%)

(5) A final version of their theses/project report is due toward the end of the term
     to be submitted via the Blackboard Learn eLearning platform. (45%)

Course schedule

Phase 1   Pre-course meetings

Summer   14 June 2:30 am first pre-course meeting for course introduction

June-August   Consultation with subject specialist(s) related to one's thesis/ project
               topic

August 15   **submission of a one-page proposal via Blackboard before 15 August**
               (5%) no matter taking thesis or project route. Please mention in your
               thesis proposal which subject specialist(s) you have consulted and
               when.

Phase 2   Class meetings

First Term   4 September 2023 (Mon) – 2 December 2023 (Sat)

Sept 7   proposal presentation (5%) & sign up for first draft presentation

Sept- Oct   Final consultation with subject specialist(s) related to one's thesis/
               project topic. Have him or her signed on your proposal. Writing of first
               draft

Oct –Nov   Presentation of a first draft of your thesis (with a full reference 25%)
               following an alphabetical order. Please submit a draft of your
               thesis/report for the whole class including the instructor one week
               before your presentation via the Blackboard Learn eLearning platform.
               Fail to do so will result in losing marks of the final course grade.

Dec 2   Submission of Final written version of thesis/project report via the
               Veriguide and another copy via the Blackboard Learn eLearning
               platform where comments will be given (45%).

Written Proposal with reference (%)	Presentation of proposal (%)	Presentation of thesis/ project draft (%)	Response or comment on presentations (%)	Thesis or Project Report (%)
5	5	25	20	45

Schedule for Project route

June 22	submission of a written intention with names of group members
July-Aug	Consultation with Dr. Tse Sze Hei
August 15	**submission of a 1-page proposal via Blackboard** (5%)
Sept 7	Proposal presentation (5%) & sign up for first draft presentation
Oct –Nov	Presentation of a first draft of your proposal (25%)
Dec 2	Submission of Final written version of thesis/project report via the Veriguide and another copy via the Blackboard Learn eLearning platform where comments will be given (45%).

Feedback for evaluation

An end-of-term Faculty wide course evaluation will be conducted in class. Students' comments and feedback on the course through the *Blackboard* or personal meeting are welcomed.

Teacher's Contact Details

Prof. TAM, Wai Lun 譚偉倫 (Department of Cultural and Religious Studies)　Office: KKL 219

Dr. TSE, Sze Hei 謝思熹 (Department of Cultural and Religious Studies)　Office: KKL 301

Departmental Webpage: http://www4.crs.cuhk.edu.hk/~wltam/

Facility for Posting Course Announcements

Details for assignment and feedback for written assignment will be given through the *Blackboard* in due course. All questions with regard to the course could be posted on the discussion forum within the *Blackboard*.

Academic Honesty and Plagiarism

Students must submit the final version of their theses or reports via *VeriGuide* http://veriguide1.cse.cuhk.edu.hk/portal/page/index.jsp and hand in a print out of receipt and a signed Academic Honesty Declaration Statement with their assignments. Assignments without the receipt will not be graded by teachers. Please also submit a copy through the *Blackboard Learn* eLearning platform where comments on your thesis/ report will be given. Relevant information on plagiarism and academic honesty in academic work can be allocated via: http://www.cuhk.edu.hk/policy/academichonesty

Grade Descriptors for Course

Our course adopts the criterion referenced assessment. Students are measured against specific criteria and learning outcomes. Assessment results is typically associated with percentage guidelines set by the University to provide incentives for students to excel, prevent large numbers of students lumped together in the grades at the extremes (A or D) and also grade inflation.

A, A-	A more comprehensive understanding of relevant ideas and knowledge with a clear presentation; a clear thesis and a certain extent of originality; dialogue with different scholarly works.
	Active participation in Class discussion with constructive comments. Be able to respond appropriately and follow up on the feedback.
B+, B, B-	A good understanding of relevant ideas and knowledge with a clear presentation and a reference to scholarly works; a relatively less-defined and less argued thesis.
	Fair participation in class discussion. Respond to and follow up on some feedback.
C+, C, C-	A relatively weak understanding of relevant ideas and knowledge; weak presentation; unclear thesis, and even contradiction; references are limited.
	Low participation in class discussion and less receptive to feedback.
D+, D, F	showing little understanding of relevant ideas and knowledge; no reference to scholarly works; weak presentation.
	Lack of participation in class discussion. Respond with a defensive defiance to feedback.

Grade descriptor for thesis

CATEGORY	*Excellent*	*Good*	*Fair*	*Poor/ Inadequate*
Introduction/ Thesis ____	*exceptional introduction that grabs interest of reader and states topic. **thesis is exceptionally clear, arguable, well-developed, and a definitive statement.	*proficient introduction that is interesting and states topic. **thesis is clear and arguable statement of position.	*basic introduction that states topic but lacks interest. **thesis is somewhat clear and arguable.	*weak or no introduction of topic. **paper's purpose is unclear/thesis is weak or missing.
Quality of Information/ Evidence ____	*paper is exceptionally researched, extremely detailed, and historically accurate. **information clearly relates to the thesis.	*information relates to the main topic. **paper is well-researched in detail and from a variety of sources.	*information relates to the main topic, few details and/or examples are given. **shows a limited variety of sources.	*information has little or nothing to do with the thesis. **information has weak or no connection to the thesis.
Support of Thesis/Analysis ____	*exceptionally critical, relevant and consistent connections made between evidence and thesis. **excellent analysis.	*consistent connections made between evidence and thesis **good analysis.	*some connections made between evidence and thesis. **some analysis.	*limited or no connections made between evidence and thesis. **lack of analysis.
Conclusion ____	*excellent summary of topic with concluding ideas that impact reader. **introduces no new information.	*good summary of topic with clear concluding ideas. **introduces no new information.	*basic summary of topic with some final concluding ideas. **introduces no new information.	*lack of summary of topic.
Organization/ Development of Thesis ____	*exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs.	*clear and logical order that supports thesis with good transitions between and within paragraphs.	*somewhat clear and logical development with basic transitions between and within paragraphs.	*lacks development of ideas with weak or no transitions between and within paragraphs.
Citation/ Bibliography Format ____	*conforms to academic rules for formatting and citation of sources are perfect.	*conforms to academic rules for formatting and citation of sources with minor exceptions.	*frequent errors in academic format.	*lack of academic format/numerous errors.

Schedule for Presentation   (To be finalized in Sept 7 with 3 presentations per session)

October 5

October 12

October 19

October 26

November 2

November 9