

CAH2614: METHODS FOR STUDYING HUMANITIES

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Methods for Studying Humanities

Subject Code

CAH - Chinese and History

Course Number

2614

Academic Unit

Chinese and History (CAH)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

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

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 app.)		DEC-A2	DEC-A3
1	Apply 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	x		
2	Apply writing, reading and oral presentation skills by practical experience.	25	x		
3	Apply learning techniques to using library resources and online databases.	20		x	
4	Apply methods, techniques and tools to learning humanities subjects	30			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	Lecture and Lecture Discussion	Students will engage in various in-class group activities, such as group discussions and debates, to promote active learning and encourage discoveries.	1, 2, 3	

2	Reading	Students will develop an in-depth understanding of fundamental humanities concepts and topics by critically reading selected books and articles.	1, 3	
3	Reflective Writing	Students will engage in reflective writing and practice applying the various persuasive techniques they have learned in class and through their reading.	2, 4	
4	Tutorial Presentation and Discussion	Students will actively engage in topic-oriented tutorials by studying selected readings in advance. Each student will have the opportunity to present and lead discussions, fostering peer learning and collaboration. Through these activities, students will enhance their analytical skills and deepen their understanding of the material. Tutorials provide ample opportunities for interaction with peers and the instructor, encouraging meaningful dialogue. Students will participate in group presentations and discussions, taking on active roles as discussants to contribute immediately following presentations.	2, 3, 4	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Participation and discussion in class: students are motivated to learn and discover new perspectives on the subjects discussed. The teacher will provide practice and writing exercises in class or via online platforms. Students will comment on each other's work in class.	1, 2, 3	25	
2	Presentation: emphasis is placed on depth of knowledge, application of methods, and coordinated teamwork.	2, 3	20	
3	Written assignments: students are required to submit assignments, such as short essays and necessary homework exercises.	1, 2, 3, 4	25	
4	2,500-word final paper: Students are required to submit a final paper in academic format. They are expected to develop their own views and perspectives, creatively applying approaches and ideas from the book to demonstrate their use of methods and techniques.	1, 2, 3, 4	30	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Participation and discussion in class

Criterion

Students actively participate in discussions, debates, and other class activities in tutorials and lectures. They must show their ability to interpret and criticize insightfully and innovatively.

Excellent (A+, A, A-)

Strong evidence of:

- Active in-class participation, positive listening, ability to simulate 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:

- Active in-class participation, 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:

- Active in-class participation, listening comprehension, ability to participate 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 participation.

Failure (F)

Fail to meet minimum requirements of participation

Assessment Task

Presentation

Criterion

This assessment will grade on the content and fluency of the presentation as well as the organisation and coherence of the assignment. The group delivering the presentation must have thoroughly studied and researched their topic and worked as a team on the collection, reading, selection, integration, and 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 rigorous organization, coherent structure, balanced composition and an ability to criticize and analysis with cogent arguments 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;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management

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;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

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;
- Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.

Marginal (D)

- Loose organization, but acceptable identified content.

- Adequate understanding of the reading and indication of grasp of the general ideas, limited or irrelevant use of reading materials;
- Simple and unilateral comments, without clear explanation;
- Acceptable pronunciation and expression; a few mistakes in diction, but no influence to general delivery.

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;
- Overly soft voice, indistinct pronunciation and improper diction, seriously over time.

Assessment Task

Written assignments

Criterion

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.

Excellent (A+, A, A-)

Strong evidence of:

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Creative, and insightful ideas
- Ability to interpret the opinions originally;
- Sufficient and organized references which can be utilized in accordance with the topic.
- 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.

Good (B+, B, B-)

Some evidence of:

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Creative and insightful ideas
- Ability to interpret the opinions originally;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Fair (C+, C, C-)

Limited evidence of:

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Creative and insightful ideas
- Ability to interpret the opinions originally;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Marginal (D)

- Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;
- Loose organization;
- Ability to express relevant points to the subject matter;

- References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;
- Sentence fluency and diction is acceptable.

Failure (F)

- Vague and devoid of content, weak ability to integrate limited resources;
 - Loose organization, without distinct primary and secondary levels;
 - Unsystematic ideas which cannot express the subject matter or relevant themes;
 - Overly simple summary of references, no personal idea and/ or unreasonable comment;
 - Seriously insufficient/ no reference;
 - Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.
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Assessment Task

Final paper

Criterion

This assessment will grade on content, organization and fluency. Students should demonstrate the ability to utilize primary and secondary sources properly, build up arguments and analyse critically, apply research methods skilfully, and conclude convincingly and creatively.

Excellent (A+, A, A-)

Strong evidence of:

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Creative, and insightful ideasAbility to interpret the opinions originally;
- Sufficient and organized references which can be utilized in accordance with the topic.
- 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.

Good (B+, B, B-)

Some evidence of:

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Creative and insightful ideas
- Ability to interpret the opinions originally;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Fair (C+, C, C-)

Limited evidence of:

- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Creative and insightful ideas
- Ability to interpret the opinions originally;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Marginal (D)

- Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;
- Loose organization;Ability to express relevant points to the subject matter;
- References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;
- Sentence fluency and diction is acceptable.

Failure (F)

- Vague and devoid of content, weak ability to integrate limited resources;
- Loose organization, without distinct primary and secondary levels;
- Unsystematic ideas which cannot express the subject matter or relevant themes;
- Summary of references, no personal idea and/ or unreasonable comment;
- Seriously insufficient/ no reference;
- Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.

Part III Other Information**Keyword Syllabus**

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

Reading List**Compulsory Readings**

Title	
1	Michael J. Puett and Christine Gross-loh, <i>The Path</i> (New York, London, Sydney and New Deli, Simon & Schuster Paperbacks, 2017).
2	Wang Gungwu, <i>China Reconnects: Joining a Deep-Rooted Past to a Aew World Order</i> (Singapore: World Scientific, 2019).
3	Thomas Maissen, Barbara Mittler, <i>Why China did not have a Renaissance and Why that Matters: An Interdisciplinary Dialogue</i> (De Gruyter Oldenbourg, 2018).
4	Herbert Fingarette, <i>Confucius: The Secular as Sacred</i> (Prospect Heights, Illinois: Waveland Press, Inc, 1972).
5	Lynn Hunt, <i>History: Why it matters?</i> (Cambridge, UK; Medford, USA: Polity Press, 2018).
6	Lynn Hunt, <i>Measuring Time, Making History</i> (Budapest, New York: The Central University Press, 2008).

Additional Readings

Title	
1	Nil