

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

**offered by Department of Chinese and History**  
**with effect from Semester A 2024/25**

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**Part I Course Overview**

<b>Course Title:</b>	Writing and Presentation for Academic Purpose
<b>Course Code:</b>	CAH8812
<b>Course Duration:</b>	1 semester
<b>Credit Units:</b>	3
<b>Level:</b>	R8
<b>Medium of Instruction:</b>	Chinese (Cantonese and Putonghua)
<b>Medium of Assessment:</b>	Chinese (Traditional Chinese and simplified Chinese characters)
<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>	CAH8813 Writing and Presentation for Academic Purpose
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

This course aims to help the students to write academic papers with the goal of publishing in academic journals and conducting oral presentations at conferences properly and efficiently. It trains the students to construct strong arguments on specific topics, organise evidence and ideas, provide ample support for their standpoints, report quantitative and qualitative research, and properly use references and citation. Students are coached to master the skills in various academic writings, including summaries, abstracts, short communications, research highlights, book reviews, proposals, presentation reports, review articles and academic papers, as well as to give dynamic oral presentations at conferences and seminars.

The QP is required to participate in the presentation to assess the student's suitability and capability to continue his/her study.

In addition, the students will focus on their research on Chinese literature, history, philology, philosophy and so on. They are required to master both traditional Chinese and simplified Chinese characters as well as to be able to communicate in Putonghua when they enroll in the program. Either Cantonese or Putonghua will be used as the Medium of Instruction depending on the teaching needs.

### 2. Course Intended Learning Outcomes (CILOs)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes		
			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.	20%	✓		
2.	Demonstrate the ability to write clear, logic and well-structured academic writings in an appropriate style.	20%	✓		
3.	Demonstrate skills in orally presenting research information and ideas.	20%	✓		
4.	Analyse the characteristics, formation and structures of different types of academic texts.	20%		✓	
5.	Apply and reflect the conventions, theories and principles of academic writing by practical experiences.	20%			✓
		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 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.*

### 3. Learning and Teaching Activities (LTAs)

LTA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Discussion	In order to promote active learning, students will be engaged in discussion with the teachers.	✓	✓	✓			
Reading	Books and articles related to the topic. Chinese primary sources are written in traditional Chinese characters. Some teaching materials written in simplified Chinese characters which were published after 1950 will also be used. It is expected that 80% of readings are written in traditional Chinese characters and 20% are written in simplified Chinese characters. It is necessary for our students to have the advanced knowledge.	✓		✓			
Written Assignments	Written assignments will put into practice a variety of persuasive techniques.		✓		✓	✓	
Presentation	Students are expected to submit their dissertation proposal and sample chapter as well as to present them. After the presentation, it is scheduled to discuss throughout between the members of QP and students.		✓	✓	✓		

### 4. Assessment Tasks/Activities (ATs)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
Research proposal and example chapter of the dissertation: Students are required to submit their dissertation proposal and one example chapter of their dissertation in academic format.	✓	✓	✓	✓	✓	50%	Both traditional Chinese and simplified Chinese characters are acceptable.
Presentation: The department will arrange an open seminar presented by the students. Students are expected to demonstrate writing and oral presentation skills. Meanwhile, the participants may challenge their arguments and viewpoints, ask questions as well as examine their research materials and methods.	✓	✓	✓	✓	✓	50% marked by their supervisor and QP members The members of QP have to participate in the seminar.	Presentation can be conducted in either Putonghua or Cantonese, depending on the mutual agreement between supervisors and students.
Examination: ____% (duration: _____, if applicable)							
						100%	

## 5. Assessment Rubrics

Applicable to students admitted in Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Research proposal and example chapter of the dissertation	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>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 organized references which can be utilized in accordance with the topic.</li> <li>• Exact and fluent expression, good sense of context,</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 references which can be utilized in accordance with the topic.</li> <li>• Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing</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>• Summary of references, no personal idea and/ or unreasonable comment;</li> <li>• Seriously insufficient/ no reference;</li> <li>• Although expression is not clear, parts of the idea can be identified; over use of existing quotations and relevant research.</li> </ul>

		ability to use various research methods and writing skills to make the paper convincing with proper diction.	with proper diction.		
2. Presentation	This assessment will be graded on the 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 rigorous	<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> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management</li> </ul>	<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> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<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>

	organization, coherent structure, balanced composition and an ability to criticize and analyse cogent arguments and creative comments.				
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Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Research proposal and example chapter of the dissertation	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>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 organized references which can be utilized in accordance with</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 references which can be utilized in accordance with the</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> </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</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</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 research methods and writing skills to make the paper convincing with proper diction.</li> </ul>	<p>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>• Sufficient and organized references which can be utilized in accordance with the topic.</li> <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>demonstration;</p> <ul style="list-style-type: none"> <li>• Sentence fluency and diction is acceptable.</li> </ul>	<p>unreasonable comment;</p> <ul style="list-style-type: none"> <li>• Seriously insufficient/ no reference;</li> <li>• Although expression is not clear, parts of the idea can be identified; over use of existing quotations and relevant research.</li> </ul>
2. Presentation	<p>This assessment will be graded on the 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</p>	<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> <li>• Superior presentation skills: distinct</li> </ul>	<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> <li>• Superior presentation skills: distinct</li> </ul>	<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>	<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</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</li> </ul>

	<p>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 analyse cogent arguments and creative comments.</p>	<p>pronunciation, fluent expression and appropriate diction, exact time-management</p>	<p>pronunciation, fluent expression and appropriate diction, exact time-management.</p>	<ul style="list-style-type: none"> <li>• Superior presentation skills: distinct pronunciation, fluent expression and appropriate diction, exact time-management.</li> </ul>	<p>mistakes in diction, but no influence to general delivery.</p>	<p>comment and/or unreasonable opinion;</p> <ul style="list-style-type: none"> <li>• Overly soft voice, indistinct pronunciation and improper diction, seriously over time.</li> </ul>
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### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

Abstract, academic writing, article, bibliography, book review, Chinese history, footnote, presentation report, primary source, proposal, research highlight, review article, secondary literature, short communications, summary

#### 2. Reading List

##### 2.1 Compulsory Readings

1.	蔡新江：《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，2011/2022。(全書)
2.	林慶彰：《學術論文寫作指引》，台北：萬卷樓，2011。(部分章節)
3.	鄭邦洪：《中文專業學術論文寫作》，廣州，廣東人民出版社，2008。(部分章節)
4.	邱榮舉：《學術論文寫作研究》，台北：翰蘆圖書出版，2002。(部分章節)
5.	Ranamukalage Chandrasoma, <i>Academic Writing and Interdisciplinarity</i> (Newcastle: Cambridge Scholars, 2010).
6.	Eric Hayot, <i>The Elements of Academic Style: Writing for the Humanities</i> (New York : Columbia University Press, 2014).

##### 2.2 Additional Readings

1. 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》，台北：國立台灣大學出版中心，2011。
2. James Hartley, *Academic Writing and Publishing: A Practical Handbook* (New York: Routledge, 2008).
3. Reading, Writing, and Researching for History: A Guide for College Students.  
<http://www.bowdoin.edu/writing-guides/>
4. Department of History, University of Sydney, Essay Writing Guide.  
[http://sydney.edu.au/arts/history/docs/resources/HSTY\\_essay\\_guide\\_2006.pdf](http://sydney.edu.au/arts/history/docs/resources/HSTY_essay_guide_2006.pdf)