Course Description

This course aims to develop practical research and academic writing skills of students. They are required to choose a subject for a paper, to create a logical structure, and to construct their own arguments academically. Their papers will be presented at the seminars which take place in 7-8 consecutive weeks in an academic term. Chosen topics of the paper should be related to theological areas such as systematic theology, biblical studies, church history, practical theology, gender theology and so on. Nevertheless, students are encouraged to discuss current issues and subjects of other disciplines relating to the modern world from a theological perspective. Students' performances will be primarily assessed by their written papers and presentations, but also by their participation in the discussion session. They will be evaluated on their ability to think theologically, that is, to reflect upon major theological and social issues, to define current issues in theological terms, and theological issues from the perspective of other disciplines.

課程概要

本課程旨在建立學生實際的研究能力及學術論文的寫作技巧。學生需要自行選取論文題目，建立有邏輯性的結構，並提出學術性的論點，然後在師生座談會上報告論文，座談會於每學期連續七至八週內舉行。學生所選取的題目須與神學範疇有關，如系統神學、聖經研究、教會歷史、實踐神學、性別神學等，但課程也鼓勵學生以神學角度探討當代世界，討論時事及其他學科的議題。評分的首要考慮是學生的論文及報告，其次是參與討論的積極性。評估的準則為神學思考的能力，包括神學及社會議題的反省，以神學概念理解時事，或以其他學科探討神學議題。

Learning Outcomes

This course will enhance students' research skills, critical thinking and independent learning. The former will be achieved through the students' own discovery of a subject that concerns academic interests and is feasible within the time and word limit, reviewing certain academic discussion of their chosen subjects, creating appropriate research methodologies, searching for and selecting materials, making sound judgements, engaging in meaningful dialogue with the newly-discovered information and former knowledge, and finally drawing up a sensible conclusion. This learning process is totally dependent on students' own initiatives, creativity, sensitivity to theological and other issues, diligence, writing skills, as well as the awareness of self-limitations which can be reflected by their actively seeking advice from course instructors and through discussion with student peers. Students will be encouraged to move out of their own 'comfort zones' in order to critically evaluate new information and knowledge and apply this to the contemporary context.

Assessment type	Percentage
Faculty Paper	70%
Written Response	15%
Participation	15%

Assessment Rubrics for Faculty Paper

	Excellent	Good	Needs Improvement	Unacceptable
Thesis	A clear statement of what is being proposed or argued in the paper.	The thesis is easily detectable after reading the paper, but it is not presented in a single and clear statement.	The thesis is present, but a reader must work hard to reconstruct from the entire paper.	There is no thesis or central argument/proposal to tie the paper together, or the thesis is unclear.
Arguments	Each reason, support, or argument to follow the thesis is made clear, thorough, relevant and convincing. Proper references are consistently made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.	Arguments made to support the thesis are clear, but less thorough, relevant, and/or convincing. References are often made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid, but this is done not as consistently.	Arguments made to support the thesis are acceptable but sketchy or their relevance unclear. Some references are made to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.	Arguments to support the thesis are missing, irrelevant, or not convincing. The paper makes lots of claims or assertions that are not substantiated. There are few or no references to the text in question (biblical and/or a textbook) to show why the proposed thesis is valid.
Counter-Arguments	The paper acknowledges, anticipates, and accounts for conflicting evidence, counter-examples, counter-arguments, and/or opposing positions, even ones that are not obvious or not yet been made in writings of others.	The paper acknowledges and accounts for obvious conflicting evidence, counter-examples, counter-arguments, and/or opposing positions.	The paper acknowledges and accounts for a few obvious conflicting evidence, counter-examples, and counter-arguments, but miss other obvious opposing positions. Or the paper acknowledges counter-arguments without accounting for them.	No awareness or acknowledgment of conflicting evidence, counter-examples, counter-arguments, or opposing positions.

	Excellent	Good	Needs Improvement	Unacceptable
Organization	The paper's flow, from one paragraph to another, is consistently sensible, logical, and always with clear transitions. The movement from introduction to the body and then the conclusion is easy to follow and coherent.	The paper's flow, from one paragraph to another, is largely sensible and logical. Transitions are mostly appropriate. The movement from introduction to the body and then the conclusion is distinguishable if not easy to follow.	There are signs of sensible and logical organization, but these are mixed with abrupt or illogical shifts and ineffective flow of ideas. The movement from introduction to the body and then the conclusion is not clearly distinguishable.	The paper does not flow well in terms of organization or for the argument of the thesis. Transitions from paragraph to paragraph or from one idea to the next are missing. The movement from introduction to the body and then the conclusion is non-existent.
Style	The paper is written in complete and grammatically correct sentences. Word choice is precise; definitions are provided if and when needed. Paper has been spell-checked, proofread, and contains no errors.	The paper is written in complete sentence and grammatically correct sentences. Word choice is understandable, definitions are generally (though not always) provided if and when needed. Paper has been spell-checked, proofread, and contains only a few errors.	The paper contains some incomplete or grammatically incorrect sentences. Word choice is imprecise, at times not understandable, and/or not defined when needed. Not clear if the paper has been spell-checked and proofread because of the number of errors present.	The paper is written with many incomplete or grammatically incorrect sentences. Word choice is not understandable and definition of particular terms or words is not given even when needed. The paper has clearly not been spell-checked or proofread, and hence contains an excessive number of errors.
Documentation	Notes to indicate sources of information are given whenever they are needed. Both notes and bibliography use consistent and academically acceptable format.	Notes to indicate sources of information are generally given when they are needed. Notes and bibliography are generally but not always consistent or conform to required academic standard.	Sources of information are not consistently documented. If they are, format is inconsistent or does not conform to required academic standard.	Source materials are used without documentation.

Class Arrangment:

引言

師生專題研討會（Faculty - Student Seminar）目的旨在讓同學透過撰寫嚴謹的學術文章及進行深入的學術討論，提高同學慎思明辨的思維能力（critical thinking），並以論證和理據（evidence based reasoning）去與別人進行對話溝通。雖然將來未必每位同學都會繼續進行學術研究，但當中所建立的思考方法和辯通能力，對造就一位有思考和說服力的教會或社會領袖尤為重要。

每次「師生專題研討」進行的流程：

1. 匯報前的流程：
    1.1. 在滙報前，同學應用心預備學術論文。在呈交前應盡量校對及查證註腳，務求令文章達最佳水平。文章字數應不多於 5000 字（包括注腳，不包括書目或附件）。若字數太多或太少，老師將按情況扣減論文之分數或等級。

    1.2. 匯報者必須在匯報當天前的周五晚上十一時五十九分或之前將論文透過 Blackboard (Discussion Board → Forum → Group 1 or Group 2) 發送與所有屬於該「師生專題研討」的老師和同學。若同學未能在其負責匯報的師生專題研討課堂之前一天（周三）晚上或之前提交文章， 則在有關的課堂上可能(由老師作最後裁定)不會就其文章進行匯報、回應及研討。若原訂的首個匯報因而取消，其時段會給予隨後的匯報，因此，下午二時三十分的上課時間會維持不變；除非所有負責匯報的同學均未能在上述限期前提交文章，在該情況下有關的課堂便會取消。至於何時才就有關的文章進行匯報、回應及研討，則須待本組師生再行商定。而遲交者或需承受扣分的處分（有關扣分的安排將於下文交代）；

    1.3. 使　　　　用　　　　blackboard　　　　上　　　載　　　文　　　　章

    1.4. 回應者必須在匯報當天前完成文字回應稿(限一頁 A4 紙)，回應稿提交期限為匯報前一天（即周三）的晚上十一時五十九分或之前。回應者需於限期前透過 Blackboard (Discussion Board → Forum → Group 1 or Group 2)發送與所有屬於該「師生專題研討」的老師和同學。為讓匯報者能有足夠的時間對回應者的提問作準備，回應者請盡早提交文字回應稿。若回應者要到匯報當日才完成回應稿，則請提供足夠的印刷本，讓同學能於當天即時參閱。

    注意事項：1.各人應自行查閱「師生專題研討」的時間表，並自發地按

    　　　　　　既定流程作出相應的回應；

    　　　　　　2.為方便學期終把閣下論文及回應文收集交給老師，檔名請用以下名稱，例:

    　　　　　閣下論文：FSS_chantaiman

回應文:FSSresponse_chantaiman

按慣例同學會發送兩個版本，一為 MS Word 檔，一為 PDF 檔，以確保每位同學均能按*正確格式*閱讀文本檔案。

2. 匯報當天的流程：

2.1. 匯報者有 5 分鐘時間匯報；

2.2. 回應者有 5 分鐘時間提出疑問與質詢；

2.3. 匯報者再用 5 分鐘回應回應者提出的疑問與質詢；

2.4. 全體同學有 40 分鐘就匯報者的論文作出提問與質詢，而匯報者亦需在

這期間作出即時回應，而**老師有需要時也可參與討論**；

注意事項：1. 通常提問會按數個回合進行。

2. 每一回合可三至四位同學提問一條問題後匯報者才作回應。

3. 在同一回會內，同學可按匯報者的回應進行「插問」(俗稱「剪」)；插問內容必須和該回合內之提問及回應有關。主持必須判別插問是否離題或合適該次回合之提問。

4. 當滙報者回應插問後，而又沒有進一步的插問，則可進行第二回合的提問。

5. 通常 40 分鐘內可容許三至四個回合之提問。主持必須好好控制時間之分配。

2.5. 每位老師約有 5 分鐘時間回應。

注意事項：主持人的職責在於控制時間、平衡各人的參與機會以及維持良好的討論氣氛。故此，主持人應鼓勵各同學參與討論及提問，待各同學均有發言後，才讓已提問之同學再提出問題，並且盡量確保同學的提問及討論符合匯報者的論文應討論之範圍。

3. 同學修改及重新呈交論文之安排：

若老師在同學匯報論文後，認為同學文章水平不達師生研討課堂之要求，需要修改並重新呈交論文，老師將在同學完成匯報後一個禮拜內通知相關同學，而該同學須於兩星期內呈交已修改之論文。而其重新呈交之論文將不會獲等級高於 C。雖然老師鼓勵同學於匯報後因應同學及老師之回應進行論文修改，以達改進論文之目的，惟若無老師之要求，此等修改並不會獲額外分數或影響已呈交論文之等級。

4. 提交論文至 VeriGuide 時間：

同學須於匯報前，將論文提交至 VeriGuide，於 Academic Honesty Declaration Statement 簽名後盡快將之呈交給老師。修改論文則只需直接呈交老師而不用提交至 VeriGuide。

5. 告假安排

若因事未能出席課堂，同學必須盡早知會老師及組／班長。

5.1. 缺席者若為匯報同學，則需要盡快安排再匯報的時間；若同學之間及老師同意下，匯報同學可在缺席前與其他同學交換匯報日期。(亦需留意下 5.3 項)

5.2. 缺席者若為回應者，他／她仍需要呈交文字回應稿。回應稿將由當日主持讀出。

5.3. 缺席者若為其他同學，缺席者可以以文字回應稿作為參與該課堂之方法。若沒有文字回應稿，則同學將不會獲得當日參與之分數。

5.4. 若出席率低於課堂總數的三分之一，則可被評為「不合格」。

評分準則

以下的評分準則是參考歷年師生專題研討的準則：

評分項目	分數比例
論文	70%
回應	15%
參與	15%

扣分安排

負責老師保留如實執行的權利：

遲交日數（天）	扣減分數
1	2分
2	4分
3	8分
4	16分
5	32分
6（即匯報當天）	64分

Academic Honesty and Plagiarism

1. Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at http://www.cuhk.edu.hk/policy/academichonesty/.

2. With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.

3. For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

4. The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The Use of AI

We will follow approch 3 stated in the "Use of Artificial Intelligence Tools in Teaching, Learning and Assessments: A Guide for Students" published by CUHK on March 2023
 LINK: https://www.aqs.cuhk.edu.hk/documents/A-guide-for-students_use-of-AI-tools.pdf

Approach 3 - Use only with explicit acknowledgement In courses where students are allowed or expected to collaborate with or use AI tools, students may use these tools for in-class learning activities, exercises or assignments as long as they explicitly cite or acknowledge the use of these tools. Details will be spelt out clearly in the course outline and/or the instructions of the assignments. Students shall follow the instruction strictly and are expected to understand the limits and appropriate uses of these tools.