

THEO5005 Faculty Student Seminar I¹

2023-2024, Term 1

講師 Instructor	德詩婷 Naomi Thurston	聯絡方式 Contact naomielainethurston@cuhk.edu.hk	Course texts: The Little, Brown Handbook (2019) ; Your Guide to Writing Quality Research Papers (2013)
人數上限	Quota: 40	時間和日期 Wed. 9:30-12:15	2023-2024, Term 1
地點 Location	CCT T31	授課語言:英文 Language of Instruction: English	課程作業使用語言: 中文/英文 Submissions in Engl. or Chin.

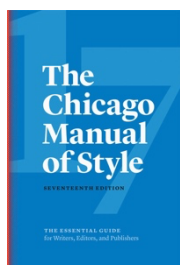
Course Description:

This course is designed to introduce theology students to academic writing and research conventions, especially those relating to analytical and argumentative writing. Specific attention will be given to the use of scholarly sources, critical thinking, and writing (in theology, history, the study of religion), writing Faculty Student Seminar research papers, and general research ethics. Some writing exercises will be done in class, and a writing sample will be collected at the end of the first lesson. Please bring your laptop to class.

課程描述：

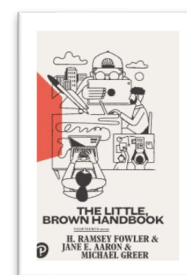
這門課旨在為神學生提供學術寫作與研究方法的基礎知識，重點在於分析式與論證式的寫作。我們將深入探討：如何利用學術資料；神學、歷史與宗教研究中的批判性思考與寫作；如何撰寫師生研討會的研究論文；以及一般性的研究倫理。課堂中將安排寫作練習，第一堂課結束時會收取學生的寫作範本。請準備好筆記本電腦。

Style Guide and Handbook



← *The Chicago Manual of Style*. 17th ed. Chicago: University of Chicago Press, 2017.

Fowler, H. Ramsey, Jane E. Aaron, and Michael Greer. *The Little, Brown Handbook [LBH]*. 14th ed. New York: Pearson, 2019. →



¹ Syllabus conception by Simon Shui-Man Kwan; modified by Leo Kwan-Hung Li; rev. Naomi Thurston; translations by Wang Zhixi.

Learning Outcomes Intended

- Students will understand the features of “academic writing style.”
- Students will learn about the structure of academic papers.
- Students will learn how to develop a good research topic, as well as a working title.
- Students will learn how to develop a concise thesis statement and methodology statement.
- Students will understand what a literature review is and what purposes it serves in relation to one’s research project. They will also learn the skills involved in structuring a literature review.
- Students will learn how to construct deductive and inductive arguments (see *LBH*, 9.3 “Reasoning”).
- Students will learn how to write a concise and functional abstract.
- Students will understand how to use relevant library resources. They will also learn to critically assess the academic credibility of digital resources.
- Students will learn how to use Chicago-style citation.
- Students will recognize what plagiarism is and how to avoid it.
- Students will produce an FSS research paper
→ (term paper/Assignment 4).
- Students will understand how to critically respond to an FSS paper.

預期學習成果：

- 「學術寫作風格」的特質。
- 學生將瞭解學術論文的組織結構。
- 學生將能夠選擇適合的研究主題，並確定暫時的標題。
- 學生將學會如何構建扼要的立論和方法論陳述。
- 學生將了解文獻綜述的重要性及其在研究中的角色。同時，他們也將學會如何有效組織一份文獻綜述。
- 學生將能夠構建演繹和歸納的立論（請參考 *LBH* 9.3 關於「推理」的部分）。
- 學生將學會如何撰寫簡潔且實用的摘要。
- 學生將瞭解如何充分利用圖書館資源，並能夠批判性地評估電子資料在學術上的可靠性。
- 學生將學會使用芝加哥引文格式。
- 學生將能辨別抄襲是什麼，並知道如何避免抄襲。
- 學生將完成一篇 FSS 論文
→（學期論文/作業 4）。
- 學生將能批判性地回應 FSS 論文。

Additional Texts 補充材料：

李志秋、張心瑋合著。《學術研究與寫作：聖經、神學與教牧學研究手冊》。增訂版。新加坡：新加坡神學院出版部，2015。

楊牧谷著。《讀書這玩意兒（禧年增修版）》。香港：更新資源（香港）有限公司，2000。

吳蘭玉，呂素琴合著。《專文與論文：寫作手冊》。新加坡：新加坡神學院，2006。

葉至誠、葉立誠合著。《研究方法與論文寫作》。台北：商鼎，2011。

戶田山和久著，林宗德譯。《論文教室：從課堂報告到畢業論文》。台北：游擊文化，2019。

Brown, Scott G. *A Guide to Writing Academic Essays in Religious Studies*. London: Bloomsbury Academic, 2012.

Henderson, Eric. *The Active Reader: Strategies for Academic Reading and Writing*. 2nd ed. Don Mills, Ont.: OUP Canada, 2011.

Mewburn, Inger, Katherine Firth, and Shaun Lehmann. *How to Fix Your Academic Writing Trouble: A Practical Guide*. London: Open University Press, 2018. [Available online]

Ridley, Diana. *The Literature Review: A Step-by-Step Guide for Students*. 2nd ed. London: Sage, 2012. (中譯:《一步步教您做文獻回顧》。張可婷譯。台北縣永和市：韋伯文化國際，2011。)

Vyhmeister, Nancy Jean, and Terry Dwain Robertson. *Your Guide to Writing Quality Research Papers: For Students of Religion and Theology*. 3rd ed. Grand Rapids, Michigan: Zondervan, 2014. (QR) [Available online.] (中譯:《優質的研究報告——神學論文寫作指南》。李美慧譯。台北：天恩，2011。)

Yaghjian, Lucretia B. *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*. New York: Continuum, 2006.

Online 網上資料：

["Chicago-Style Citation Quick Guide."](#) *Chicago Manual of Style Online*. Accessed 1 August 2023.

Halpern, Faye, et al. *A Guide to Writing in Religious Studies*. Accessed 18 August 2023.

Library and academic writing resources from CUHK (<https://www.ilc.cuhk.edu.hk/>)

[Purdue Online Writing Lab](#). Purdue University. Accessed 1 August 2023.

["Using Information Responsibly for Your Assignments: Useful Resources."](#) The Chinese University of Hong Kong Library. Accessed 1 August 2023.

Assessment Breakdown:

- Assignment 1) 10%: Academic Article Summary (related to your FSS paper topic)
- Assignment 2) 10%: Summary of a non-academic text (literary, devotional, etc.)
- Assignment 3) 30%: Paper Proposal (Vyhmeister, *Quality Research Papers*, 122-123)
- Assignment 4) 40%: FSS Final Research Paper (with a clear argument, a discernable methodology, adequately researched and structured, bibliography/Chicago style)
- Participation 10%: Attendance; discussion participation (demo & workshop sessions)

評分細節：

- 作業 1) 10%：學術論文的摘要（建議與你 FSS 論文的主題相關）
- 作業 2) 10%：非學術文本的摘要（如文學、靈修或新聞體裁的文章）
- 作業 3) 30%：論文計劃（Vyhmeister, *Quality Research Papers*, 122-123）
- 作業 4) 40%：FSS 研究論文終稿（需有清晰的立論、明確的方法論、充分的研究和結構並且按照芝加哥格式列出參考文獻）
- 課堂參與 10% 定期上課；參與討論 (demo & workshop sessions)

The FSS final paper cannot be accepted past the due date – 13 Dec 2023 – without special application to the DSCCC office. Detailed instructions on each assignment will be posted to Blackboard. Thank you so much for your understanding.

提醒大家：若大家的期末論文逾期提交，未經向 DSCCC 辦公室提出申請，老師將無法給予評分。所有作業的詳細指示將會在 Blackboard 上公布。請大家一定要留意呀！

Academic Honesty and Plagiarism

- 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. <http://www.cuhk.edu.hk/policy/academichonesty/>.
- 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.
- Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide. Click [here](#) for a brief introduction to VeriGuide.

Class Calendar

Date 2023	Topic 主題 Subtopics 次要主題	Handbook: LBH/ 手冊 Guest Speaker 客席講員	Assignment/ 作業 In-class activity 課堂活動
1 6 Sept.	<ul style="list-style-type: none"> • Academic Writing 學術寫作 • Purpose of Academic Writing 學術寫作的目的 • Features of Academic Writing 學術寫作的特色 • Modes of Academic Writing 學術寫作的模式 	1 "The Process of Writing" 「寫作的過程」 6 "Writing in Academic Situations" 「學術情境下的寫作」	<ul style="list-style-type: none"> • In-class Summary: "Politics and the English Language" 課堂總結：「政治與英語」
2 13 Sept.	<ul style="list-style-type: none"> • Critical Reading and Writing 批判性閱讀與寫作 • Summarizing 總結 • Recognizing Fallacies in Argument 識別論證中的謬誤 • Spotting Hagiography 識別聖人傳 	7 "Critical Reading and Writing" 批判性閱讀和寫作 8 "Reading Arguments Critically" 批判地解讀立論	<ul style="list-style-type: none"> • Writing an academic abstract 寫學術摘要
3 20 Sept.	<ul style="list-style-type: none"> • Argument & Thesis 立論 • Thesis, Purpose & Audience 論點、目的與受眾 • Inductive & Deductive Reasoning 歸納和演繹推理 • Developing Arguments 構建立論 	2 "Discovering and Shaping Ideas" 發現和形塑觀點 9 "Writing an Argument" 寫一個立論	<ul style="list-style-type: none"> • Developing a Thesis Statement 形成一個主旨句
4 27 Sept.	<ul style="list-style-type: none"> • Effective Writing 高效寫作 • Introducing topic and argument 引入主題和立論 • Concluding a paper 論文的結論 	4 "Writing and Revising Paragraphs" 撰寫和修訂段落	<ul style="list-style-type: none"> • * 10%: Academic Article Summary 學術論文的摘要
5 4 Oct.	<ul style="list-style-type: none"> • Modes of Analysis & Criticism 分析和批判的模式 • Modes of Analysis in history, literature and religious studies 歷史、文學和宗教研究中的分析模式 	48 "Reading and Writing about Literature" 關於文學的閱讀和寫作	<ul style="list-style-type: none"> • Discuss Summary writing 討論摘要寫作
6 11 Oct.	<ul style="list-style-type: none"> • An Academic Debate 學術辯論 • Appropriate Sources 適當的資料來源 • Proper citation and paraphrasing 正確的引用和改寫 	42 "Finding Sources" 查找資料 43 "Working with Sources" 利用資料	<ul style="list-style-type: none"> • Evaluating internet sources 評估互聯網資料來源
7 18 Oct.	<ul style="list-style-type: none"> • Literature Review 文獻綜述 • Evaluating Sources 評估資料來源 	Ridley, 1, 2, (6): read either the English or Chinese version 可選擇英文或中文版本閱讀	<ul style="list-style-type: none"> • Sample literature reviews 文獻綜述範例
8 25 Oct.	<ul style="list-style-type: none"> • Academic Style 學術體例 • Chicago Manual of Style 芝加哥格式手冊 • Formatting, Footnoting 格式&註腳 • Bibliography 預備參考文獻 	49 "Writing in Other Humanities" 其他人文學科的寫作 50 "Writing in the Social Sciences" 社會科學的寫作	<ul style="list-style-type: none"> • 20%: Summary of non-academic Text 非學術文本的摘要

9 1 Nov.	<ul style="list-style-type: none"> Workshop 1: Writing an Academic Research Paper in Ethnography of Christianity in China 工作坊 1：寫一篇關於中國基督教史的論文 	Alex Zvargulis R. " How to Write an Academic Book Review "	<ul style="list-style-type: none"> Writing an academic book review 撰寫學術書評
10 8 Nov.	<ul style="list-style-type: none"> Workshop 2: Writing an Academic Research Paper in Systematic Theology 工作坊 2：寫一篇關於宗教學的論文 	Guest Speaker: Dr. Bryan K. M. Mok 客席講員：莫介文博士	<ul style="list-style-type: none"> Choose a topic for your final research paper 為你的研究論文終稿選擇一個主題
11 15 Nov.	<ul style="list-style-type: none"> Workshop 3: Writing an Academic Research Paper in Patristics Studies 工作坊 3：寫一篇關於教父學的論文 	Guest Speaker: Dr. Colten Yam 客席講員：任卓賢博士	<ul style="list-style-type: none"> Begin a working sources list for final research paper 為研究論文終稿預備暫時的文獻清單
12 22 Nov.	<ul style="list-style-type: none"> Workshop 4: Writing an Academic Research Paper in Biblical Studies 工作坊 4：寫一篇關於聖經研究的論文 	Guest Speaker: Dr. Leo Li 客席講員：李均熊博士	<ul style="list-style-type: none"> 30%: Research Paper Proposal 研究論文提案
13 29 Nov.	<ul style="list-style-type: none"> Academic Honesty 學術誠信 Source Acknowledgement 註明資料來源 Avoiding Inadvertent Plagiarism 避免無意識的抄襲 	44 "Avoiding Plagiarism" 601 避免抄襲 5.4 "Oral Presentations" 123 口頭報告	<ul style="list-style-type: none"> Student Pres.~ 學生報告 QR: terms problem, purpose, relevance, limitations, procedure, outline (181)
1 Nov. – 13 Dec.	Individual consultations on the final paper (scheduled following the drop/add period) 期末論文的個別諮詢 (補退選階段後將安排)	Proposals are discussed during consultations and returned with feedback 論文提案在諮詢時討論，並提供反饋意見	<ul style="list-style-type: none"> 40%: FSS Final Research Paper + 研究論文提案 + Due date: 13 Dec.

~ Student presentation: 5-minute presentation for additional feedback on the conceptualization and potential of your paper. This is optional but recommended.

~學生報告：報告時間為 5 分鐘，以便獲得關於論文構思及其潛力的更多建議。雖然這並非必要，但我還是建議你做報告。

+ The FFS Final Research Paper may be submitted in English or Chinese.

+ FSS 研究論文終稿可用英文或中文提交。

Grading Rubric for Final Paper

<i>Category</i>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Inadequate</i>
Introduction/ Thesis	*exceptional introduction that sparks interest and states topic. ** exceptionally clear thesis, arguable, well-developed, 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 well researched and appropriately detailed; historical accuracy **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. ** 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 between evidence and thesis. **rigorous 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, excellent transitions between/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.

General Grading Policy (CUHK)

Grade A / Excellent: Outstanding performance on ALL learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study.

Grade A- / Very Good: Generally outstanding performance on all or almost all learning outcomes.

Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B / Good: Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.

Demonstrates the ability to apply the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level.

Grade C / Fair: Satisfactory performance on the majority of learning outcomes.
Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.

Grade D / Pass: Barely satisfactory performance on a number of learning outcomes.

Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.

Grade F / Failure: Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.

Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.