

Course Title: BUDS5012 Graduation Paper 畢業論文 2024-25
Second Term Tuesday, 7:00pm - 9:30pm, ELB 308
Professor: Prof. TAM, Wai Lun 譚偉倫 (CRS)
Tutor: Dr. Lyu, Ye 呂燁 lyuye88412@gmail.com

Course Description:

This capstone course provides integrative learning experiences that build upon the knowledge acquired in students' previous courses. It is designed for students in their final year—specifically, in the second term for full-time students—who will conduct independent research on a topic approved by the program and supervised by a faculty member. Through the writing of a final paper, this course enables students to synthesize and integrate the skills and knowledge they have gained throughout the curriculum of the MA in Buddhist Studies.

Students are expected to achieve a greater depth of understanding, a sharper focus, and increased intellectual maturity in their final year. Exceptional students will demonstrate originality, insight, and the potential to pursue further studies and research. Additionally, students should be capable of engaging in meaningful discussions on various topics in the field of Buddhist Studies, selected by their peers within the same cohort.

As a course requirement, students must submit a final paper at the end of the course. This paper should reflect the synthesis of the knowledge gained throughout their studies and demonstrate the independence and intellectual maturity they have attained.

Learning outcomes

Knowledge Outcomes

Upon successful completion of this module, students should be able to:

1. **demonstrate their understanding of Buddhism within its historical settings and contemporary contexts, both globally and locally.**
2. **analyze the phenomenon of Buddhism through historical, psychological, sociological, philosophical, and artistic lenses.**

Skills Outcomes

Upon successful completion of this module, students should be able to:

1. **present with confidence, write with clarity, and lay the groundwork for future success.**
2. **demonstrate the ability to frame questions and pursue answers to social, cultural, and global issues using interdisciplinary methods.**

Attitude Outcomes

Upon successful completion of this module, students should be able to:

1. **develop self-critical awareness of their presuppositions, recognizing that statements should be tested, evidence and arguments are subject to assessment, and the interpreter's role requires critical evaluation.**
2. **cultivate an awareness of the plurality and multi-faceted complexity within Buddhist traditions and develop an appreciative attitude towards diversity in a pluralistic global society.**

Assessment

The purpose of this seminar is to assist students in preparing their final paper for graduation. The topic must be decided between December 2024 and January 2025 with the approval of the course instructor. Students are required to:

1. **Submit a 1-page first draft of your proposal via Blackboard and present it in class in alphabetical order, with 15 students per class during the first three weeks (4%).**
2. **Submit a final proposal of 300 words with full references via Blackboard on or before January 27 (7%), i.e., before the last day of Jiachen (甲辰).**
3. **Submit a written draft (at least two chapters) one week before the presentation via Blackboard, and conduct a 15-minute presentation followed by a 15-minute open discussion one week later (24%, evaluated by peer review).**
4. **Participate in discussions during all class presentations (15%).**
5. **Submit the final version of your paper by April 29 via the Blackboard Learn eLearning platform (50%). In addition to writing a final paper, all students are expected to participate in the discussion and evaluation of their peers' papers.**

Therefore, the requirements for credit include:

- Carefully reading the draft papers of other students before coming to class.
- Participating in the discussion and providing feedback on others' papers.
Comments can be posted in the Discussion Forum on Blackboard if there is not enough time for discussion in class.

While the final version of each student's paper will count for 50% of the term grade, the remaining 50% will be based on the student's proposal (11%, see below), the presentation of their thesis (24%), and participation in the discussion of others' papers (15%). All students are required to make the first draft of their paper available to the entire class, including the course instructor, one week before their presentation through the Blackboard Learn eLearning platform.

Note: The 24% of your presentation grade will be awarded based on peer review by your fellow students. Please log in to the provided link and submit your review after each presentation: <https://cloud.itsc.cuhk.edu.hk/mycuform/view.php?id=915319>.

A summary of the assessment scheme for the course is as follows:

1-page First Draft Proposal with reference (%)	Written Proposal with reference (%)	Presentation of thesis/ project draft (%)	Response or comment & evaluation on presentations (%)	Thesis or Project Report (%)
4	7	24	15	50

Course schedule

First Term 2 September 2024 (Mon) – 30 November 2024 (Sat)
December 3 First Class meeting for course introduction & Consultation with course teacher on one's topic.

Second term 6 January 2025 (Mon) – 19 April 2025 (Sat)
January 7-21 Finalize a topic & present a 1st draft of proposal in the 1st 3 weeks in alphabetical order (12 students per class) 4%.

January 27 Submission of a proposal (300 words with full references) via the *Blackboard Learn* eLearning platform (7 %).

January-Feb Writing of first two chapters (*individual consultation every Tuesday night by appointment*) Lunar New Year Vacation = Feb 28- Mar 3

Feb 4-April 22	Presentation of first two chapters (24%) & submitted a written draft of the two chapters for course teacher and classmate one week before the presentation.
Reading week	3 March 2024 (Mon) – 8 March 2024 (Sat) [<i>for BA program only</i>]
April	Writing of the remaining chapters
April 29	Submission of Final written version of a <u>Graduation paper</u> (about 10,000 to 15,000 words) via the <i>Veriguide</i> and another copy via the <i>Blackboard Learn</i> eLearning platform where comments will be given (50%).

Note: A penalty will apply to any late submissions after the specified deadline.

Feedback for evaluation

An end-of-term faculty-wide course evaluation will be conducted in class. Students are encouraged to provide comments and feedback on the course through Blackboard or via personal meetings.

Teacher's Contact Details

Prof. TAM, Wai Lun 譚偉倫

Department of Cultural and Religious Studies

Office: KKL 219

Departmental Webpage: <https://www2.crs.cuhk.edu.hk/faculty-staff/teaching-faculty/tam-wai-lun>

Facility for Posting Course Announcements

Details regarding assignments and feedback for written work will be provided through Blackboard in due course. All questions about the course can be posted on the discussion forum within 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>. A printed receipt and a signed Academic Honesty Declaration Statement must be submitted with the assignments. Assignments without the receipt will not be graded.

Additionally, students should submit a copy through the Blackboard Learn eLearning platform, where comments on their thesis/report will be provided. Relevant information on plagiarism and academic honesty can be found at: <http://www.cuhk.edu.hk/policy/academichonesty>.

Use of Generative Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment

Approach 3 – Use only with explicit acknowledgement

Students may use AI tools in certain class activities and assignments, provided they explicitly acknowledge and properly cite the input from these tools.

Acknowledging support from AI tools

Students are required to acknowledge all functional uses of a generative AI tool and cite it when they paraphrase, quote, or incorporate any content (whether text, image, data, or other formats) that was created by the tool.

- **Example of Acknowledgement:**
“I acknowledge the use of [name of AI tool—e.g., ChatGPT (<https://chat.openai.com>)] to [specify the support, e.g., plan my essay, generate ideas for content, ask for examples of data collection instruments, get dates of historical events, etc.]”
- **Example of Citation:**
OpenAI. (2023). ChatGPT (Mar 20 version). <https://chat.openai.com/chat>.
- **Example of Including Texts Generated by an AI Tool in Your Work:**
“The following text was generated by an AI tool/language model (e.g., ChatGPT):
[Insert the text generated by ChatGPT here.]”
- **Example of Including Texts Generated by an AI Tool and the Prompts Used:**
“[The prompt], as generated by an AI language model (e.g., ChatGPT):
[Insert the text generated by ChatGPT in response to the prompt.]”

Students are reminded to use AI tools responsibly and ethically and to be aware of their limitations. It is recommended that students clarify with the course teacher and obtain permission if necessary when in doubt.

Grade Descriptors for Course

This course adopts criterion-referenced assessment. Students are measured against specific criteria and learning outcomes. Assessment results are typically associated with percentage guidelines set by the University to encourage excellence, prevent grade clustering at the extremes (A or D), and avoid grade inflation.

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

Grade descriptor for thesis

<i>CATEGORY</i>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor/ Inadequate</i>
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.

Tentative Schedule for Presentation (signed up Dec 3 /Jan 7; **3 presentations per class**)

Feb 4

Feb 11

Feb 18

Feb 25

March 4

March 11

March 18

March 25

April 1

April 8

April 15

April 22 (*make-up class*)

April 23 [Wed] (*make-up class if needed*)