



Course Outline Template

Introduction

The course outline template is provided as a checklist and form for teachers to use in preparing course catalog for inputting to the Chinese University Student Information System (CUSIS) for undergraduate and/or postgraduate courses and for preparing course outline for students. It gives a ‘road map’ or rationale to students about the purpose and structure of the course, and it explains to them how their learning performance in the course will be assessed and graded. It is important that course catalog and outline are consistent with the University’s teaching and learning policy. The 15 sections in a course outline are described below. Sections 1–10 are required in course catalog for course approval; these sections will be stored in CUSIS. Information in sections 11–15 should be provided each time a course is offered. Please feel free to adapt this current template format, especially sections 11–15, to suit the needs of your course(s).

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|-------------------------------------------------------------|------------------------------------------------------------------|
| 1. Course code | 8. Assessment type |
| 2. English title | 9. Required and recommended readings |
| 3. Chinese title | 10. Feedback for evaluation |
| 4. Course description | 11. Course schedule |
| 5. Learning outcomes | 12. Contact details for teacher(s) or teaching assistant (TA)(s) |
| 6. Course syllabus | 13. Details of course website |
| 7. Course components (Teaching modes (Learning activities)) | 14. Academic honesty and plagiarism |
| | 15. Use of Generative AI tools |

1–3. Course code, English title and Chinese title

Key points: This is a straightforward section. Provide the basic information about the course code and name of your course at the beginning of the course outline.

<p>Course Code: CURE 1123/UGED 1400 Title in English: World Religions Title in Chinese: 世界宗教</p>

4. Course description

Key points: Explain concisely in your statement(s) what the course is about and how the overall course will support student learning in the discipline(s) of the programme. The purpose of a course description is to provide a holistic view of your course with coherent information for your students. It is useful to give details of the background of the subject: the prior knowledge the students should have, the overall aims of the course, and/or how the course relates to the other courses in the programme.

<p>Course description: This course is designed to introduce you to the history, teachings, and practice of some of the major religions of the world. We shall examine these traditions from a variety of perspectives, paying special attention to the issue of religious diversity, as well as universal ideas. Considering both “insider” and “outsider” perspectives, we will critically examine the way the different religious traditions present themselves, while attempting to approach them from a nonpartisan phenomenological and historical point of view. The objective of this course is to increase the scope of students’ understanding of an array of religious traditions and to train them to recognize differences and similarities between and among various religious approaches. This may contribute to deepening the appreciation of one’s own religious</p>

5. Learning outcomes

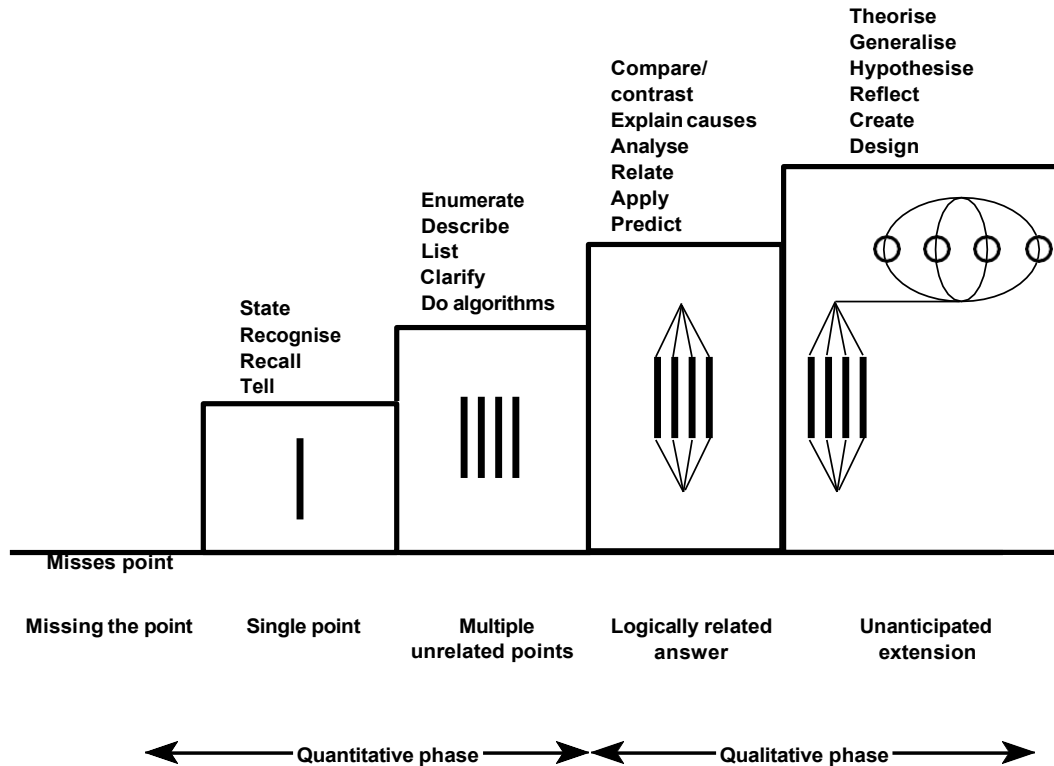
Although the term ‘learning outcome’ is often used interchangeably with terms such as ‘learning objectives’, ‘educational objectives’, and ‘instructional objectives’, there are some differences that are worth mentioning. Learning outcomes are student-oriented, referring specifically to what students are expected to achieve or learn at the end of the course.



Objectives are usually used to describe course design in terms of what teachers want to teach or how they view the course as contributing to the content areas covered by the entire programme. Teachers are encouraged to go over these learning outcomes with students in the first session of the course to manage their expectation of what they are going to learn in the course.

Key point: State clearly **what** you expect/ intend students to achieve. This is usually more helpful than stating what the teacher is planning to teach. Teachers can indicate different levels of students' expected learning outcomes. The model below may be helpful in distinguishing basic and higher-order desired learning outcomes (after Biggs, 2003).

Biggs, J. B. (2003). *Teaching for quality learning at university* (2nd ed.). Buckingham: Society for Research into Higher Education & Open University Press.



Learning outcomes:	
1.	Students will acquire basic knowledge and understanding of the historical foundations of major world religious traditions;
2.	Students will acquire basic knowledge and understanding of the scriptures, doctrines, rituals and other practices of major world religious traditions;
3.	Students will identify and understand major themes in the academic Study of Religion;
4.	Students will <i>engage in</i> critical analysis of religions by the methods of the humanities and social sciences;
5.	Students will read and analyze scholarly texts in the academic Study of Religion;
6.	Students will perform research and write scholarly materials in genres appropriate to the

6. Course syllabus

Key point: Highlight the fundamental concepts involved in each topic in order to help students better understand what is and what is not covered in the course.

Topic	Contents/ fundamental concepts
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<ul style="list-style-type: none">• Understanding Religion: Definitions, Expectations, Methods• Indigenous Religions• Hinduism• Buddhism• Judaism• Christianity• Islam• Alternative Paths• Religion in the Modern World	<p>Introduction to basic definitions, theories, and key elements across religions and within the academic study of religion; overview of fundamental religious categories as found in indigenous religions; introduction to the history, beliefs, and practice of Hinduism; introduction to the history, beliefs, and practice of Buddhism; introduction to the history, beliefs, and practice of Judaism; introduction to the history, beliefs, and practice of Islam; introduction to the general characteristics of New Religious movements, with case studies; discussion of the place and challenges faced by of religion in the world today.</p>
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7. Course components (Teaching modes and Learning activities)

Indicate the components of the course, including the teaching mode(s), teaching activities and percentage of time for each component / learning activity. Teaching modes may vary from onsite face-to-face, online synchronous, online asynchronous, mixed, blended to hybrid. Details of each mode are attached in Appendix 1. Examples of teaching activities include lecture, interactive tutorial, laboratory, lecture recordings, online exercises, field studies/field trips, etc.

Key point: Consideration should be taken into regarding “classroom contact hours” and “self-study hours” at course level. According to the University’s Policy on External Referencing to Hong Kong Qualifications Framework approved by the Senate, the ratio between contact hours and self-study hours is one classroom contact hour to 2 to 2.75 self-study hours. A 3-unit course would normally entail a total of around 39 hours of classroom contact hours and some 78 to 107 self-study hours, plus two to three hours of assessment, i.e. a student’s total learning hours for a 3-unit course should be 117 to 146.

Teaching Modes and Learning Activities	
On-site face-to-face (please specify if it is hybrid, i.e. some students will attend the activities elsewhere)	Percentage of time
<i>e.g. Lectures (hybrid no)</i>	70%
<i>Interactive tutorial (hybrid no)</i>	15%
<i>Laboratory work (hybrid yes/no)</i>	N/A
.....	
Online synchronous	
<i>e.g. Lectures</i>	N/A
<i>Interactive tutorial</i>	N/A
<i>Laboratory work</i>	N/A
.....	
Online asynchronous	
<i>e.g. Lecture recordings</i>	N/A
<i>Multimedia resources</i>	5%
<i>Assigned reading</i>	5%
<i>Online exercises</i>	5%
<i>Discussion forum</i>	N/A
.....	
Out-of-classroom	
<i>e.g. field trip</i>	N/A
...	

8. Assessment type, percentage and rubrics

Key point: If we consider assessment to be part of the learning activities in the course, then it is clear that assessment must be matched to the desired learning outcomes. You need to consider what and how the assessment task(s) are able to help students achieve the desired learning outcomes. As far as possible, it is desirable to include assessment rubrics for the assessment tasks so that students are clear about the criteria of assessment and the performance standard for each grade.

Assessment type	Percentage
Class/Tutorial participation	10%
Quizzes	20%
Presentation	35%
Paper	45%

Assessment rubrics



9. Required and recommended readings

Key points: A well-structured set of learning resources should be provided to students. These are usually in the form of reading lists and references. They may also include sets of links to online resources and eBooks. It is often helpful to separate these resources into ones which are central to the content and desired learning outcomes of the course (required readings), and those which are related to extensions of areas of the course (recommended readings). One needs to be realistic about the amount of reading material students are likely to delve into. Overly long reading lists can be counter-productive and discourage students.

Required readings:

Molloy, Michael. *Experiencing the World's Religions: Tradition, Challenge, and Change*. 6th ed. Boston: McGraw-Hill Higher Education, 2013.

Recommended readings:

Adair, James R. *Introducing Christianity*. First Edition. Abingdon: Routledge, 2007.

Beyer, Peter. *Religions in Global Society*. Abingdon: Taylor & Francis, 2013.

Christoffersen, Lisbet, and Warburg, Margit. *Religion in the 21st Century: Challenges and Transformations*. Abingdon: Taylor & Francis, 2016.

Eller, Jack David. *Introducing Anthropology of Religion: Culture to the Ultimate*. Abingdon: Taylor & Francis, 2014.

Gallagher, Eugene V., and Willsky-Ciollo, Lydia. *New Religions: Emerging Faiths and Religious Cultures in the Modern World* [2 Volumes]. New York: Bloomsbury Publishing, 2021.

Herling, Bradley L. *A Beginner's Guide to the Study of Religion*. London: Bloomsbury Publishing, 2016.

Neusner, Jacob. *Introduction to World Religions: Communities and Cultures*. Abingdon: Abingdon Press, 2010.

Poceski, Mario. *Introducing Chinese Religions*. First Edition. Abingdon: Routledge, 2009.

Prebish, Charles S., and Damien Keown. *Introducing Buddhism*. Second Edition. Abingdon: Routledge, 2009.

Rodrigues, Hilary P. *Introducing Hinduism*. Third Edition. Abingdon: Routledge, 2025.

Segal, Eliexer. *Introducing Judaism*. First Edition. Abingdon: Routledge, 2009.

Shepard, William E. Hilary P. *Introducing Islam*. Second Edition. Abingdon: Routledge, 2014.

Sweetman, Brendan. *Religion and Science: An Introduction*. London: Bloomsbury Academic, 2010.

10. Feedback for evaluation

Key point: There are many forms of evaluation that you can use to generate feedback from students such as questionnaires, and qualitative feedback from students through focus-group meetings or email exchanges. Teachers may encourage students to make use of the Early Feedback Collection System to share their feedback on individual classes in the middle of the semester. Planning to have a variety of evaluation strategies is more likely to ensure that valid, rich, and diagnostic information is received.

Feedback for evaluation:

End-of-term university course evaluation will be conducted in class. Students' comments and feedback on the course through e-mails or personal meeting with the instructor are always welcomed.

11. Course schedule

Key point: A matrix is suggested as a good way to represent a course schedule including class, date, topic and requirements so that students can prepare their own learning before classes. It is useful to highlight important dates for students, including holidays, dates when assessments are due and/or dates of tests and examinations.



Class/ week	Date	Topic	Requirements
1	1 January	Course Introduction	
2	14 January	Understanding Religion: Definitions, Expectations, Methods	Molloy, Ch. 1
3	21 January	Indigenous Religions	Molloy, Ch. 2
4	28 January	Hinduism	Molloy, Ch. 3
5	2 February	Hinduism, Buddhism	Molloy, Ch. 3-4
6	11 February	Buddhism	Molloy, Ch. 4
7	18 February	(Lunar New Year)	
8	25 February	Judaism	Molloy, Ch. 8
9	4 March	(Reading Week)	
10	11 March	Judaism, Christianity	Molloy, Ch. 8-9
11	18 March	Christianity	Molloy, Ch. 9
12	25 March	Islam	Molloy, Ch. 10
13	1 April	Islam	Molloy, Ch. 10
14	8 April	Alternative Paths	Molloy, Ch. 11
15	15 April	Religion in the Modern World	Molloy, Ch. 12

12. Contact details for teacher(s) or TA(s)

Key point: Help students to easily locate your contact information. The information allows students to arrange for any consultation after classes or receive support in terms of learning and teaching from teachers, tutors and/or teaching assistants. It is better to put both the teachers’ and TAs’ contact details such as name, office location, phone number and email address.

Professor/Lecturer/Instructor:	
Name:	Prof. James D. Frankel
Office Location:	KKB 222
Telephone:	3943 6497
Email:	jamesfrankel@cuhk.edu.hk
Teaching Venue:	LSK 206
Website:	https://www2.crs.cuhk.edu.hk/faculty-staff/teaching-faculty/james-frankel
Other information:	

Teaching Assistant/Tutor:	
Name:	
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Other information:	

13. Details of course website

Key point: Information concerning the accessibility of the course website (if it exists). This might be an open website or the Blackboard platform hosted by the University. Teachers should also demonstrate the site in class to familiarise students with the key functionalities.

https://blackboard.cuhk.edu.hk/ultra/courses/_260051_1/outline



14. Academic honesty and plagiarism

Key point: Relevant information can be found via: <http://www.cuhk.edu.hk/policy/academichonesty/>. A course outline may also include subject-specific requirements on plagiarism. A statement to be included in a course outline can be constructed from the following paragraphs, depending on the nature of the assessment tasks.

In view of the potential challenges to upholding academic honesty in the development of generative AI tools, teachers are encouraged to remind students about academic honesty and plagiarism issues when adopting AI tools in their academic work.

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. Details may be found at <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 members of the group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions, irrespective of whether he/she has signed the declaration and whether he/she has contributed, directly or indirectly, to the problematic contents.
- 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.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.
- Students are fully aware of the AI approach(es) adopted in the course. In the case where some AI tools are allowed, students have made proper acknowledgment and citations as suggested by the course teacher.

Assignments without a properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

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 submissions. 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 copyright of the teaching materials, including lecture notes, assignments and examination questions, etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard, adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

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

Generative Artificial Intelligence (AI) tools have their pros and cons in teaching, learning and assessment. Teachers and



students are encouraged to explore and take advantage of the benefits of adopting appropriate AI tools to enhance teaching and learning.

Four approaches regarding the use of AI tools have been identified depending on the learning outcomes, pedagogical design and assessment scheme of different courses. According to the University's Guidelines on the Use of Artificial Intelligence (AI) Tools in Teaching, Learning and Assessment, teachers are expected to include a section in their course outlines on the AI approaches that are adopted in the courses concerned. Examples of information for each of the four AI use approaches to be included in the course outline are attached in **Appendix 2**. Teachers may include the information relevant to the AI use approach in the course outline.

Teachers may refer to the CUHK Library website on AI in Education
<https://libguides.lib.cuhk.edu.hk/c.php?g=917899&p=6975970>

Use of generative AI tools

(Teachers should include information relevant to the approach to be adopted in the course here)

Approach 3 - Use of AI tools is allowed with explicit acknowledgement and proper citation or

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Appendix 1

Teaching Modes for Courses in Taught Programmes at CUHK

On-site face-to-face

- The default teaching mode for all courses.
- Students attend on-site face-to-face classes conducted by teachers.
- A one-unit course represents one on-site face-to-face classroom contact hour per week.
- The course can be supported by use of online Learning Management Systems or platforms for the purpose of uploading of course materials or assignment/assessment submissions.
- It includes flipped classroom i.e., delivering a part of the course content and instruction via digital or online media, thus leaving more time for interactive activities in class, with no reduction in on-site face-to-face contact hours.
- If assessment in the form of examination is to be adopted, it should be conducted on-site with invigilation.



Approach 1 (by default) – Prohibit all use of AI tools

In assessing the level of achievement of learning outcomes and students’ performance, students are expected to produce their own work independently without any collaboration with the use of AI tools.

All use of AI tools is prohibited in assignments and assessment tasks

For assignments and assessment tasks that count towards the final course grades, students are not allowed to submit work which is produced with the collaboration of or supported by the use of any generative AI tools (e.g. ChatGPT)*.

Any breach of the regulations will be considered an act of academic dishonesty and will be handled according to the University’s *Procedures for Handling Cases of Academic Dishonesty*.

In case of queries, students should seek advice from the course teacher.

* Teachers may add examples of AI tools relevant to their disciplines.

Approach 2 – Use only with prior permission

If teachers find it appropriate for students to use some AI tools in some in-class activities and assignments, students should be clearly informed of (1) which AI tools are allowed; (2) when, how and why these tools can / cannot be used; and (3) how the tools should be cited and acknowledged. Students should also be informed of the limits and appropriate use of these tools.

Use of some AI tools is allowed

Students may use some AI tools in some in-class activities and assignments on the following conditions:

1. The AI tools to be used are restricted to the following tools: (*Specify the AI tools that are allowed. Teachers may also specify which AI tools are not allowed*) ;
2. The specified AI tools will only be allowed for the following types of class activities and assignments: (*Specify the activities and / or assignments*)
3. Collaboration of AI tools is only allowed for the following purposes / tasks: (*Specify the purposes / tasks for which the AI tools can be used or used with certain restrictions, if any*);
4. The input contributed by the AI tools are properly acknowledged and cited ; and
5. The input together with the prompts used to elicit the AI responses should be highlighted or included as appendices wherever appropriate.

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 into their own work any content (whether it is text, image, data, or other format) that was created by it.

- i. An 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 some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).

- ii. An example of citation

OpenAI. (2023). *ChatGPT* (Mar 20 version). <https://chat.openai.com/chat>

(Students are reminded that due to the rapid developments of generative AI tools, some citation formats may be updated regularly.)

- iii. An example of including texts generated by an AI tool in their work



"The following text was generated by an AI tool / language model (ChatGPT):"
[Insert the text generated by ChatGPT here.]

- iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

"[The prompt], as generated by an AI language model (ChatGPT):"
[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.

Approach 3 - Use only with explicit acknowledgement

In courses where students are allowed or expected to collaborate with or use AI tools for in-class learning activities or assignments, students should be reminded to make explicit acknowledgement of the use of these tools. Teachers may show students examples regarding how to acknowledge and make citations. Students should also be informed of the limitations and appropriate use of these tools.

Use of AI tools is allowed with explicit acknowledgement and proper citation

Students may use some AI tools in some class activities and assignments on the condition that they make explicit acknowledgement and proper citations of the input from AI 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 into their own work any content (whether it is text, image, data, or other format) that was created by it.

- i. An 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 some ideas for the content, ask for examples of data collection instruments, get the dates of historical events, etc.).

- ii. An example of citation

OpenAI. (2023). *ChatGPT* (Mar 20 version). <https://chat.openai.com/chat>

(Students are reminded that due to the rapid developments of generative AI tools, some citation formats may be updated regularly.)

- iii. An example of including texts generated by an AI tool in their work

"The following text was generated by an AI tool / language model (ChatGPT):"
[Insert the text generated by ChatGPT here.]

- iv. An example of including texts generated by an AI tool and the prompts that were used to elicit the text from the AI tool

"[The prompt], as generated by an AI language model (ChatGPT):"
[Insert the text generated by ChatGPT in response to the prompt.]

Students are reminded to learn and use the AI tools responsibly and ethically and be aware of the limitations.

Students are reminded to clarify with the course teacher and obtain permission if necessary when in doubt.



Approach 4 – Use of AI tools is freely permitted with no acknowledgement

In courses where students are allowed or expected to frequently collaborate with or use AI tools when engaging in learning activities and completing assignments, teachers may decide that students are not required to acknowledge and cite explicitly the use of these tools. Details on which AI tools are to be used should be stated clearly in the course outline. Students should also be reminded of the limitations and appropriate uses of these tools.

Use of some AI tools is allowed with no acknowledgement

Students may use the following AI tools in some in-class activities and assignments: (*Specify the AI tools that are allowed*).

Students are reminded to learn and use AI tools responsibly and ethically and be aware of the limitations.