

HS2904 Course Reflection Paper

Analyze how the ideas you have learnt from this interdisciplinary course can be connected to your academic journey and how have they affected your beliefs or call for action, by answering the following questions.

Instructions

Start **each part of the essay on a new page** and label each part clearly.

Part 1: What new knowledge or insight did you learn from this course that either challenged or reinforced your prior beliefs/knowledge about *BEVs and their implications*? Do not list a number of items; instead, write a few sentences about something specific you have realized and why you chose it.

Part 2: Do you have any preconceived notion of what an *interdisciplinary course* should be? Have you changed your mind after completing this module? Illustrate your answer with example(s); do not repeat information from Part 1.

Part 3: Reflect on your *group project and the presentations* from your fellow classmates. What is one thing you have learnt from your/their group assignment?

Administrative details

Due date: **Friday, 17 November (Week 13), 23:59 hours.**

Word limit: **250-350 words for each part** (includes in-text citation, excludes bibliography at the end of the assignment).

Submit a softcopy of the assignment in pdf format to Canvas/Assignments/Course Reflection Paper. The submission folder is a **Turnitin folder integrated with Canvas**, and you are allowed to resubmit your assignment until the due date, using the same file name. However, do note that after 3 submissions, similarity reports will only be generated after 24 hours. Do not submit revisions under a different file name as that may result in an increase in the similarity score.

Please label your file using the following format: SIS ID_Name (as stated in your matric card). E.g., **e0123456_Amy Tan**

Assignment format

It is recommended that all text should be in Times New Roman, 12-point font and double spaced (2.0). Recommended citation style: APA (<https://libguides.nus.edu.sg/APA>) or IEEE format (<https://libguides.nus.edu.sg/citation/ieee>).

Please use the “Word Count” feature in your word processor and **include the word count at the end of each part.**

Assessment

Presentations will be assessed on the following points:

- Quality and Depth of analysis/argument (40%)
- Evidence/accuracy (30%)
- Organization (10%)
- Language (10%)
- Originality and creativity (10%)

Guide on reflective writing

“...reflection is the process that turns information and knowledge into wisdom.”

Carroll (2010)

Engaging in reflective writing helps you make connections between what you are taught in class and what you need or can do in practice. Besides transferring the learning to new contexts, you will also learn more about yourself and how you learn. These outcomes are consistent with the mission and vision of NUS College of Humanities and Sciences¹. For those of you who are new to reflective writing, do not be unduly worried. Here are links to relevant sites and videos with succinct information that can help you on your way. They provide suggestions and framework on how you can approach any reflective writing task, but you are free to form your own. Afterall, it is about you and your learning journey.

From the University of New South Wales, Australia:

<https://www.student.unsw.edu.au/reflective-writing> and

from the University of Melbourne:

<https://students.unimelb.edu.au/academic-skills/explore-our-resources/developing-an-academic-writing-style/reflective-writing#Editing>.

Bibliography

Carroll, M. (2010). Levels of reflection: On learning reflection. *Psychotherapy in Australia*, 16(2), 24-31.

¹ For more information, please refer to the speech by NUS President Professor Tan Eng Chye at the launch of the College of Humanities and Sciences on the 8th of December 2020, and CHS website, available at:

<https://www.nus.edu.sg/docs/default-source/upr-files/doc/chs-launch.pdf>, and <https://chs.nus.edu.sg/programmes/> respectively.