

Annexe A: New/Revised Course Content in OBTL+ Format

For Admin Reference Only

The data shown in this first section are directly imported from CMA. Please note that what will be entered in the OAS system will be based on the Cover Page instead of this.

College	NTU Honours College
School	University Scholars Programme
Division (if applicable)	CNY
Target Type	NTU_UG

Course Overview

The sections shown on this interface are based on the templates [UG OBTL+](#) or [PG OBTL+](#)

Expected Implementation in Academic Year (New format)	AY2026-2027
Semester/Trimester/Others (specify approx. Start/End date)	Semester 1
Course Author * Faculty proposing/revising the course	Asst Prof Christopher Chapman, Dr Melvin Chen, Dr Christina Chuang, Dr Geraldine Song
Course Author Email	christopher.chapman@ntu.edu.sg, melvinchen@ntu.edu.sg, cchuang@ntu.edu.sg, gssong@ntu.edu.sg
Course Title	Language and Logic
Course Code	CY0001
Academic Units	3
Contact Hours	39
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	
Co-requisites	
Pre-requisite to	
Mutually exclusive to	
Replacement course to	
Remarks (if any)	

Course Aims

Big Thinking Statement

This module forms part of a curriculum organised around Big Thinking, a unifying intellectual framework that helps you understand how knowledge from different disciplines fits together and how it can be applied to the grand challenges of our time. Drawing on perspectives from the sciences, humanities, and social sciences, Big Thinking encourages you to connect ideas across scales, from the origins of the universe and life to human societies, technologies, and ethical systems, so that you can reason rigorously, navigate complexity, and situate specialised knowledge within a broader context.

Course Aims

This course is designed to foster Big Thinking in the areas of Language and Effective Communication through Logic and Reasoning. This course will help you to develop as writers, thinkers, and communicators by engaging with some of the most fundamental ideas about the world and our place within it. You will learn to grapple with concepts from across the disciplines – not only as scientific or philosophical ideas, but as questions to be explained, argued about, and communicated with clarity and depth through writing.

Through the close study of exemplary texts, structured practice in composing essays, and peer critique, you will learn to craft arguments that are logical, persuasive, and original. Writing is not treated merely as a skill but as a mode of inquiry: a way to connect knowledge across disciplines, to make sense of abstract ideas, and to and reflect on the role of knowledge in shaping human self-awareness and understanding. Through this, you will be equipped to write with precision and rigour, to engage critically with the ideas that shape society, and to communicate your own perspectives with confidence.

By the end of this course, you will be equipped with the skills and tools of critical thinking, reading, writing, and communication that will enable you to better understand the various grand challenges of our time.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	Define and describe the metalanguage of the discipline(s)
ILO 2	Identify gaps and produce relevant research questions/thesis statements
ILO 3	Gather information judiciously
ILO 4	Evaluate and analyse texts critically from the readings provided and/or from the research information gathered
ILO 5	Write cogently and succinctly in longer-form essays
ILO 6	Participate actively and thoughtfully during weekly seminars

Course Content

During the 13 weeks, these topics will be taught, not necessarily in the order below:

1. Introduction to Writing
2. Big Thinking
3. Value of Humanities and Social Sciences
4. Thinking, Reading and Writing
5. Multimodal Learning
6. Student-led Seminar (at least two sessions)
7. Observe and Write
8. Articulation and Communication
9. Writing Across the Disciplines
10. Guest Lecture
11. Presentations
12. Reflections

Reading and References (if applicable)

Readings for Language, Logic, and Effective Communication

Aines, R. D., & Aines, A. L. (2019). *Championing science: Communicating your ideas to decision makers*. University of California Press.

Briggs, C. L. (2019). *Stories in the time of cholera: Racial profiling during a medical nightmare*. University of California Press.

Copi, I. M., Cohen, C., & McMahon, K. (2016). *Introduction to logic*. Routledge.

Illingworth, S., & Allen, G. (2016). *Effective science communication: A practical guide to surviving as a scientist*. IOP Publishing.

Priest, G. (2017). *Logic: A very short introduction* (Vol. 29). Oxford University Press.

Riemer, M. J. (2007). Communication skills for the 21st century engineer. *Global Journal of Engineering Education*, 11(1), 89–100.

Sanitt, N. (2018). *Culture, curiosity and communication in scientific discovery: The eye in ideas*. Routledge.

Readings for Big Philosophy

Carroll, S. (2017). *The big picture: On the origins of life, meaning, and the universe itself*. Penguin.

Christian, D. (2011). *Maps of time: An introduction to big history* (Vol. 2).

University of California Press.

Hipolito, I. (2019). A simple theory of every 'thing'. *Physics of Life Reviews*, 31, 79–85.

Hohwy, J. (2013). *The predictive mind*. Oxford University Press. Mitchell, M. (2009). *Complexity: A guided tour*. Oxford University Press.

Schrödinger, E. (1992). *What is life?: With mind and matter and autobiographical sketches*. Cambridge University Press.

West, G. (2018). *Scale: The universal laws of life, growth, and death in organisms, cities, and companies*. Penguin.

Wilczek, F. (2016). *A beautiful question: Finding nature's deep design*. Penguin.

Readings from the Humanities and the Arts

Brey, P. (2003). The social ontology of virtual environments. *American Journal of Economics and Sociology*, 62(1), 269–282.

Derrida, J., Porter, C., & Morris, E. P. (1983). The principle of reason: The university in the eyes of its pupils. *diacritics*, 13(3), 3–20.

Foucault, M. (2002). *The birth of the clinic*. Routledge.

Friedman, B., Khan Jr, P. H., & Howe, D. C. (2000). Trust online. *Communications of the ACM*, 43(12), 34–40.

Parfit, D. (1987). *Reasons and persons*. Oxford University Press. Said, E. W. (1991). The politics of knowledge. *Raritan*, 11(1).

Sartre, J.-P. (1956). *Being and nothingness: An essay on phenomenological ontology* (H. E. Barnes, Trans.). Philosophical Library.

Readings from the Social Sciences

Besnier, N., & Morales, P. (2018). Tell the story: How to write for American Ethnologist. *American Ethnologist*, 45(2), 163–172.

Bialas, U. (2023). Forever 17: Coming of age in the German asylum system. In *Forever 17*. University of Chicago Press.

Farmer, P. (2004). An anthropology of structural violence. *Current anthropology*, 45(3), 305–325.

Joyce, K. A. (2008). *Magnetic appeal: MRI and the myth of transparency*. Cornell University Press.

Kavedžija, I. (2019). *Making meaningful lives: Tales from an aging Japan*. University of Pennsylvania Press.

Parreñas, J. S. (2018). *Decolonizing extinction: The work of care in orangutan rehabilitation*. Duke University Press.

STEM-Adjacent Readings

Farquhar, J., & Lai, L. (2021). *Gathering medicines: Nation and knowledge in China's mountain south*. University of Chicago Press.

McDowell, A. (2024). *Breathless: Tuberculosis, inequality, and care in rural India*. Stanford University Press.

Noor, E., & Manantan, M. B. (2022). Raising standards: Data and artificial intelligence in Southeast Asia. *Asia Society Policy Institute*.

Robinson, D. K. R., Huang, L., Guo, Y., & Porter, A. L. (2013). Forecasting innovation pathways (FIP) for new and emerging science and technologies. *Technological Forecasting and Social Change*, 80(2), 267–285.

Zhou, Y., Dong, F., Kong, D., & Liu, Y. (2019). Unfolding the convergence process of scientific knowledge for the early identification of emerging technologies. *Technological Forecasting and Social Change*, 144, 205–220.

Further Readings

1. Your instructor may select further readings from the following areas/genres:

- The Idea and Future of a University
- Metaphysics and Philosophy of the Mind
- Self, Empathy and Technology
- Society and Community
- Fiction, Poetry, Film, Art, and Culture

You instructor may also introduce the latest books and journal articles as and when they are published.

NOTE: The above listing comprises the foundational readings for the course and more up-to-date relevant readings will be provided when they become available.

Planned Schedule

Week or Session	Topics or Themes	ILO	Delivery Mode	Activities	Readings
1	Introduction	-	In-person	Ice-Breaker Activities	
2	Big Thinking	1, 6	In-person	Mini Lecture, Discussion	Short Power Point Notes courtesy Dr Melvin Chen "Big Thinking: Big Bang to The Present: Finding Your Place in This Continuum"
3	The Enduring Value of Humanities and the Social Sciences	1, 6	In-person	Mini Lecture, Discussion	Two or more articles and/or book chapters from the bucket list
4	Thinking, Reading, and Writing	1, 2, 4, 6	In-person	Mini Lecture, Discussion	Two or more articles and/or book chapters from the bucket list
5	Multi-modal Learning	1,2, 3, 4, 6	In-person	Mini Lecture, Discussion	Two or more articles and/or book chapters from the bucket list
6	Student-led Seminar (1st of two)	1, 2, 3, 4, 6	In-person	Mini Lecture, Discussion	Readings selected by Students
7	Observe and Write	1, 2, 3, 4, 6	In-person	Debate and/or Role-Play	Readings according to the instructor's discipline
8	Articulation and Communication	1, 2, 4, 6	In-person	Mini-Lecture, Discussion	Readings according to the instructor's discipline
9	Writing Across The Disciplines	5, 6	In-person	Instructor-Student Collaboration	Readings according to the instructor's discipline
10	Student-led Seminar (2nd of two)	1, 2, 3, 4, 6	In-person	Seminar, Discussion	Readings selected by Students
11	Guest Lecture	4, 6	In-person	According to Guest Lecture	Readings selected by Guest Lecture
12	Presentations	1, 2, 4, 6	In-person	Presentations	
13	Reflections	6	In-person	Individual and Group Sharings	

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Flipped Classroom Approach	You are required to read all materials before attending the seminar and prepare the questions given to you for the week. You are expected to participate in discussions weekly and be an active listener when your peers are speaking. Peer support and reviews are important – you are encouraged to give thoughtful feedback to your peers while also having the grace and humility to receive constructive feedback from them.

Planned no. of hours for learning activities (across entire course)

'Learning activities' refer to the range of activities students will engage in, in-person and online, to acquire the course's intended learning outcomes.

No.	Category	Planned no. of hours
1	<u>Lecture-based sessions</u> Learning activities where primarily, students receive content and perform notetaking.	13
2	<u>Participation-based classroom sessions (Tutorials, Seminars, Studios)</u> Learning activities where primarily, students are expected to engage actively with the instructor, their peers and the content.	23
3	<u>In-house practical sessions (Labs)</u> Learning activities where students engage in hands-on activities to conduct experiments, with the guidance of instructors, alongside peers, within the NTU campus.	0
4	<u>In-house practical sessions (Practicum)</u> Learning activities where students engage in hands-on activities, with the guidance of instructors, alongside peers, within the NTU campus.	3
5	<u>Self/Group learning (without instructor)</u> Learning activities where students are expected to engage in independent learning. For example, preparing for classes, labs and practicum, engaging in readings, completing quizzes or tasks.	30
6	<u>Others</u> Please specify: Out-of-campus trip (visits, field trip etc)	9
	Total planned no. of contact hours (across the entire course)	78

Estimated percentage of hours for online and in-person learning, based on the total estimated no. of learning activity hours (across the semester):

Percentage of hours of Online learning (Includes synchronous and asynchronous learning)	0
Percentage of hours of In-person learning	100

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Description of Assessment Component	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Others(Essay 1 or Mid-Terms)	1, 2, 3, 4, 5	Competence and Cognitive Agility	20		Individual	Analytic	Relational
2	Continuous Assessment (CA): Others(Essay 2)	1, 2, 3, 4, 5	Competence and Cognitive Agility	30		Individual	Analytic	Relational
3	Continuous Assessment (CA): Presentation()	1, 2, 3, 4, 5	Character, Competence and Cognitive Agility	20		Individual and Team	Holistic	Extended Abstract
4	Continuous Assessment (CA): Others(Reflections)	4	Character and Cognitive Ability	10		Individual	Holistic	Extended Abstract
5	Continuous Assessment (CA): Class Participation()	6	Character, Competence and Cognitive Agility	20		Individual	Holistic	Multistructural

Description of Assessment Components (if applicable)

Your instructor will give you the assessment components during the course of the thirteen weeks. These components may change according to the instructor's discipline.

Students need to contribute to teamwork and that the instructor reserves the right to adjust the team component mark to reflect members' individual contribution to teamwork.

Formative Feedback

1. You will receive both written and/or verbal feedback on your proposals and presentations.
2. You will receive written and/or verbal feedback on your Essay 1/Mid-terms.
3. You will also receive written and/or verbal feedback during weekly discussions.
4. You will receive verbal feedback during consultations.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Communication	Intermediate
Curiosity	Advanced
Global Perspective	Basic
Critical Thinking	Advanced

Course Policy

Policy (Academic Integrity)

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (General)

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and undertake all scheduled assignments and tasks by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

Policy (Absenteeism)

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your participation grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

Policy (Others, if applicable)

NTU2025 Education Initiatives

In this course, the following NTU2025 education initiatives are emphasised:

No.	Initiative	Description	Select
1	Interdisciplinary learning	Students learn through applying more than one disciplinary framework to solve problems or examine issues from different perspectives.	
2	Collaborative learning	Students learn through sharing and working with one another to solve problems or address issues.	
3	Experiential learning	Students learn through activities that have significant elements of observation and reflection of concrete experience .	

External Partner

Indicate the organisation's name(s) and describe the nature of involvement e.g., co-curation of course, speaker or instructor (include no. of course hours if known).

No.	Organization Type	Organisation Name	Nature of involvement
1	According to the instructor's discipline	According to the instructor's network of contacts	Lecturer; Co-curator; Speaker; Facilitator etc

Appendix with Rubric (Assessment Criteria)

Please remember to attach the Appendix with Rubric (Assessment Criteria) if you have uploaded any.

[3. Rubrics CY0001.docx](#)

Last Updated Date: 15-06-2026 10:33:06

Last Updated By: Nurul Atiqah Binte Roslie

Please refer to the next page for the current status of approval as captured by the Curriculum Management Application.

Progress of Approval Path

This version of the course details, submitted with the Cover Page [1. CY0001 OAS Cover Page.docx](#), has been approved at the levels of:

Approval Level	Triggered By	Approved Date & Time
Director (or delegate), USP	Rebecca Nichols (Dr)	16-02-2026 10:11:21
Dean (or delegate), NHC	Marcos	25-02-2026 02:40:31
Associate Provost (Undergraduate Education) or delegate, via MiCCA	Nurul Atiqah Binte Roslie	15-06-2026 02:33:04

Final Approval Status

The approval process has been completed on 15-06-2026 02:33:04, based on the Approval Path shown above.

Note: If no Approval Path is shown above, the Course has been approved through offline means (e.g. routing by emails). Please access the [course](#) in the Curriculum Management Application and refer to its Attachment tab for the necessary approval documents/ communication.