

**City University of Hong Kong  
Course Syllabus**

**offered by School of Law  
with effect from Semester A 2024/25**

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**Part I Course Overview**

**Course Title:** City University Law Review

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**Course Code:** LW5667

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**Course Duration:** Two semesters (Sem A + Sem B)

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**Credit Units:** 3

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**Level:** P5

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**Medium of Instruction:** English

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**Medium of Assessment:** English

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**Prerequisites:** LW5601 Hong Kong Legal System, and  
(*Course Code and Title*) LW5602A Law of Contract I and LW5602B Law of Contract II.  
Only students selected to the Editorial Board of the City University of Hong Kong Law Review are eligible to enrol in this course.

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**Precursors:** LW5622 Legal Methods, Research and Writing  
(*Course Code and Title*)

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**Equivalent Courses:** LW4667 City University Law Review  
(*Course Code and Title*)

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**Exclusive Courses:** Nil  
(*Course Code and Title*)

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## Part II Course Details

### 1. Abstract

This course grants credit to Editorial Board members of the CityU Law Review (*CityULR*) for their production responsibilities on the Board and for researching, writing, and editing a scholarly work. The course aims to do the following:

- cultivate the skills necessary to identify an appropriate topic, find relevant research materials to develop and support an argument, and draft an original, scholarly work of publishable quality;
- develop students' ability to peer review classmates' work constructively;
- reinforce students' understanding of research ethics by practicing and enforcing good citation practices;
- train students to review scholarly submissions, edit submissions, and publish a law journal;
- enable students to explore other activities related to producing a law journal, such as coordinating with the publisher, marketing, and organising academic conferences; and
- enable students to explore, as part of a team, what publishing a law journal entails.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weigh ting	Alignment with PILOs	DEC related learning outcomes		
				A1	A2	A3
1.	<b>Identify</b> new or topical legal issues appropriate for a piece of legal scholarship and publication in the <i>CityULR</i>		1, 5	✓	✓	
2.	<b>Search, critically evaluate, and cite</b> relevant scholarly materials to develop written arguments.		1, 5	✓	✓	
3.	<b>Apply</b> techniques for reviewing, editing, and publishing diverse types of submissions received for publication by the <i>CityULR</i> (or any other law journal) in effective and innovative ways.		1, 2, 4, 5	✓	✓	✓
4.	<b>Research and write</b> a coherent, persuasive, original, and organized paper of publishable quality and length on a selected issue.		1, 4, 5	✓	✓	✓
		100%				

A1: Attitude

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

A2: Ability

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.*

A3: Accomplishments

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Seminars on producing legal scholarship	Through these seminars, students will learn how to identify a new/topical legal issue, find relevant research materials to support an argument, engage with current scholarship in a given area, and develop original, persuasive, logical, refutable, and coherent arguments. Students will also be trained – with the help of past or current submitted papers – to discover and apply correct and consistent citation practices. Furthermore, students will receive training in the writing process, including drafting and editing their work.	✓	✓		✓	
Editorial Board meetings	Students will attend and participate in Editorial Board meetings. This will help them engage in the Board and fulfil their duties as student editors.	✓		✓		
Peer review and editing	Students will review and discuss their classmates' in-progress work on their papers and edit their own in-progress work	✓	✓		✓	
Training seminars for producing the <i>CityU LR</i>	These seminars will help students master tasks related to the production of a law journal. Students will learn how to evaluate submissions to the <i>CityU LR</i> and to record these evaluations for purposes of sharing them with Board members and providing feedback to authors. Students will also learn how to edit submissions, including how to carry out substantive editing, technical editing, and proofing. Students will practice through sample editing exercises.	✓	✓	✓		
Production responsibilities and other tasks related to running the <i>CityU LR</i> and publishing legal scholarship	Students will perform responsibilities necessary to produce and/or market the <i>CityU LR</i> under the guidance-cum-supervision of the Faculty Editor and General Editor. These responsibilities include reviewing submissions, overseeing and organizing the editing process, editing papers, communicating with authors, and keeping records of these processes. During the editing process, students will discover and learn about new legal issues and diverse writing styles. Students may also solicit submissions, organize an academic conference, and carry out other tasks related to producing a quality law journal.	✓	✓	✓		

**4. Assessment Tasks/Activities (ATs)**

*(ATs are designed to assess how well the students achieve the CILOs.)*

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: 100%						
Submission of an article, comment, or case note of publishable quality.				✓	60%	Predominantly during Semester B
Active participation in class and the editorial board.	✓	✓	✓		20%	Semesters A and B
Engagement in the essay writing workshop and help classmates improve their writing of essays.	✓	✓	✓		20%	Semesters A and B
Examination: _____ % (duration: _____, if applicable)					100%	

The use of Generative AI tools is prohibited in the assessment.

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

To pass this course, students must obtain a minimum aggregate mark of 50% and a minimum of 50% in each of the above assessment tasks/activities.

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 and thereafter

To pass this course, students must obtain a minimum aggregate mark of 40% and a minimum of 40% in each of the above assessment tasks/activities.

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Submission of an article, comment, or case note of publishable quality.	The student must research and write a coherent, persuasive, original, and organized paper of publishable quality and length on a selected issue. This includes identifying a new/topical legal issue, finding relevant research materials to support an argument(s), engaging with current scholarship, and developing original, persuasive, logical, refutable, and coherent arguments.	High	Significant	Moderate	Inadequate
2. Active participation in class and the editorial board	The student must participate in the training sessions provided by the course leader and acquire the basic skills and knowledge of editorial work. The student must actively engage in the class discussion, including to give feedback to the ideas, topics, and papers of the classmates. It is also expected that the student works closely with other board members in the operation of the CityU Law Review.	High	Significant	Moderate	Inadequate
3. Engagement in the article review practice and submitting the review report	The student is expected to review a paper manuscript of others and write a review report.	High	Significant	Moderate	Inadequate

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Submission of an article, comment, or case note of publishable quality.	The student must research and write a coherent, persuasive, original, and organized paper of publishable quality and length on a selected issue. This includes identifying a new/topical legal issue, finding relevant	Excellent student performance with respect to the achievement of the applicable CILOs.	Good student performance with respect to the achievement of the applicable CILOs.	Fair student performance with respect to the achievement of the applicable CILOs.	Marginal student performance with respect to the achievement of the applicable CILOs.	Student failed to achieve the applicable CILOs.

	research materials to support an argument(s), engaging with current scholarship, and developing original, persuasive, logical, refutable, and coherent arguments.					
2. Active participation in class and the editorial board	The student must participate in the training sessions provided by the course leader and acquire the basic skills and knowledge of editorial work. The student must actively engage in the class discussion, including to give feedback to the ideas, topics, and papers of the classmates. It is also expected that the student works closely with other board members in the operation of the CityU Law Review.	Excellent student performance with respect to the achievement of the applicable CILOs.	Good student performance with respect to the achievement of the applicable CILOs.	Fair student performance with respect to the achievement of the applicable CILOs.	Marginal student performance with respect to the achievement of the applicable CILOs.	Student failed to achieve the applicable CILOs.
3. Engagement in the article review practice and submitting the review report.	The student is expected to review a paper manuscript of others and write a review report.	Excellent student performance with respect to the achievement of the applicable CILOs.	Good student performance with respect to the achievement of the applicable CILOs.	Fair student performance with respect to the achievement of the applicable CILOs.	Marginal student performance with respect to the achievement of the applicable CILOs.	Student failed to achieve the applicable CILOs.

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

Identifying a new or topical legal issue; research and citation skills; writing a publishable paper; good citation practices; research ethics; editing techniques; production and marketing tools for law journals.

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	<i>Oxford Standard for the Citation of Legal Authorities (OSCOLA)</i> (Oxford Faculty of Law, [most recent version]).
2.	<i>City University of Hong Kong Law Review Style Manual</i> (CityU LR, [most recent version]).

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Fajans, Elizabeth, and Mary R Falk, <i>Scholarly Writing for Law Students: Seminar Papers, Law Review Notes and Law Review Competition Papers</i> ([most recent edn], Thomson/West ____)
2.	Garner, Bryan A, <i>Legal Writing in Plain English: A Text with Exercises</i> ([most recent edn], University of Chicago Press, ____).
3.	Strunk, William, and EB White, <i>The Elements of Style</i> ([edn within past 30 years], Allyn and Bacon, ____).
4.	Volokh, Eugene, <i>Academic Legal Writing: Law Review Articles, Student Notes, Seminar Papers, and Getting on Law Review</i> ([most recent edn], Foundation Press, ____).