

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Linguistics and Translation**  
**with effect from Semester A 2017 / 18**

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**Part I Course Overview**

**Course Title:** Master's Project

**Course Code:** LT6580

**Course Duration:** Two Semesters

**Credit Units:** 6

**Level:** P6

**Medium of Instruction:** English mainly, but Cantonese/ Putonghua is allowed in situations where English-Chinese translation and interpretation or Chinese linguistic data is involved

**Medium of Assessment:** English mainly, but Cantonese/ Putonghua is allowed in situations where English-Chinese translation and interpretation or Chinese linguistic data is involved

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Nil

**Equivalent Courses:**  
*(Course Code and Title)* CTL6507 Master's Project

**Exclusive Courses:**  
*(Course Code and Title)* LT6581 Project

## Part II Course Details

### 1. Abstract

This course aims to enable students to consolidate and develop the knowledge and skills acquired in the programme. In undertaking the project, they should demonstrate initiative, innovation, intellectual achievement, understanding of the chosen subject matter and the principles being applied. They will also develop and demonstrate the ability to manage and present the project in a precise, coherent, efficient and effective manner.

### 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	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate)		
			A1	A2	A3
1.	Define a topic for study, including generating a research question that occupies a niche		✓	✓	✓
2.	Search, select and critically assess literature and materials relevant to the chosen subject matter of the project		✓	✓	✓
3.	Apply selected theories and techniques developed during the course of the programme, and during the course of its chosen project		✓	✓	✓
4.	Pursue a topic of the programme to substantial depth to generate an innovative idea		✓	✓	✓
5.	Present the project with clarity, precision and cogency				
6.	Formulate generalizations on the processes and strategies involved in making discoveries and manage efficiently the completion of a substantial piece of academic work		✓	✓	✓
		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 self-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. Teaching and Learning Activities (TLAs)

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

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4	5	6	
1	Individual one-to-one consultation: face to face and through other electronic means; initial meetings to define the direction of the project; discussion of concepts; discussion of student's submitted drafts	✓	✓	✓	✓	✓	✓	
2	Written drafts: student submits drafts of different parts of the project for feedback and discussion	✓	✓	✓	✓	✓	✓	
3	Written project: complete version of the project	✓	✓	✓	✓	✓	✓	
4	Library and on-line literature search		✓					
5	Establish a time-line for the project						✓	

### 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	5	6		
Continuous Assessment: 100%								
<b>Written project</b> (minimum length 12,000 words). It can be one of the following types: (i) a research project on a language-related topic; or (ii) extended translation with scholarly commentary. Students will have to submit a project proposal for approval before they are allowed to register for the course. It will involve a lot of independent work on the part of the students, with advice and feedback from their supervisors. Students will need to manage their time well.	✓	✓	✓	✓	✓	✓	100%	
Examination: % (duration: , if applicable)								
							100%	

## 5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Written project	Ability to produce an extended research paper or translation effectively on a subject of intellectual interest by a critical application of the knowledge learnt in this programme	High	Significant	Moderate	Basic	Not even reaching marginal levels

**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.)*

There is no formal syllabus. Students are required to undertake the project individually under the supervision of a teacher. Students choose their own subject matter related to the central concerns of the programme. The project can be: (i) a research project on a language-related topic; or (ii) extended translation with scholarly commentary.

**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.	Anderson, J. & Poole, M. 2001. <i>Assignment and thesis writing</i> . (4 <sup>th</sup> ed.). Brisbane: Wiley.
2.	Burton, S. & Steane, P. (eds.). 2004. <i>Surviving your thesis</i> . London: Routledge.
3.	Clark, I.L. 2006. <i>Writing the successful thesis and dissertation: Entering the conversation</i> . Upper Saddle River: Prentice Hall.

**2.2 Additional Readings**

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

1.	<a href="http://wps.ablongman.com/long_aaron_lbch_5/0,7988,823125-,00.html">http://wps.ablongman.com/long_aaron_lbch_5/0,7988,823125-,00.html</a>
2.	<a href="http://www.ablongman.com/littlebrown/">http://www.ablongman.com/littlebrown/</a>
3.	<a href="http://www-e.uni-magdeburg.de/hkersten/WritingPapers/Writlink.htm">http://www-e.uni-magdeburg.de/hkersten/WritingPapers/Writlink.htm</a>