City University of Hong Kong
Course Syllabus

offered by Department of Linguistics and Translation
with effect from Semester A 2022 / 23

Part I   Course Overview

Course Title:	Project
Course Code:	LT6581
Course Duration:	One Semester
Credit Units:	3
Level:	P6
Medium of Instruction:	English mainly, supplemented with Cantonese/Putonghua where Chinese linguistic data is involved
Medium of Assessment:	English mainly, supplemented with Cantonese/Putonghua where Chinese linguistic data is involved
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	LT6580 Master's Project, LT6582 Capstone Project, CTL6507 Master's Project

Part II   Course Details

1.   **Abstract**

This course aims to foster students' independent and in-depth study into a selected topic in linguistics or language applications based on the knowledge and skills acquired in the programme. Through the project, students should demonstrate initiative, innovation, intellectual achievement, and thorough understanding of the chosen subject matter. They are required to produce a piece of coherent and comprehensive academic writing to present their project effectively.

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 research topic with a feasible scope			√	
2.	Critically review and assess literature and materials relevant to the chosen subject matter		√	√	√
3.	Competently conduct independent and in-depth investigation on the chosen topic		√	√	√
		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				
1	Individual one-to-one consultation: the student will need to meet and discuss with the supervisor on a regular basis	✓	✓	✓				
2	Written drafts at various stages of the project for discussion with supervisor	✓	✓	✓				
3	Library and on-line literature search	✓	✓	✓				

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					
Continuous Assessment: 100%								
Written project (approx. 8,000 words including references) on a selected research area in linguistics or language applications. Students will have to submit a brief 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.	✓	✓	✓					
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.)

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Research project	Research skill and theory application	Demonstrate strong evidence of excellent ability to grasp concepts and key issues relevant to the chosen topic, and to synthesize theories and/or analyse data; exhibit excellent language proficiency and reference skills, and observe proper academic writing style.	Demonstrate clear evidence of good ability to grasp concepts and key issues relevant to the chosen topic, and to synthesize theories and/or analyse data; exhibit good language proficiency and reference skills, and observe proper academic writing style.	Demonstrate evidence of adequate or basic ability to grasp basic concepts and issues relevant to the chosen topic; able to deal with theory application and/or data analysis to some extent; exhibit adequate language proficiency and reference skills, and observe academic writing style but at times makes careless mistakes.	Demonstrate evidence of little or no familiarity with basic concepts and issues relevant to the chosen topic; unable to apply theories and/or analyse data; poor language proficiency and reference skills; unable to follow academic writing style

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Research project	Research skill and theory application	Demonstrate strong evidence of excellent ability to grasp concepts and key issues relevant to the chosen topic, and to synthesize theories and/or analyse data; exhibit excellent language proficiency and reference skills, and observe proper academic writing style.	Demonstrate clear evidence of good ability to grasp concepts and key issues relevant to the chosen topic, and to synthesize theories and/or analyse data; exhibit good language proficiency and reference skills, and observe proper academic writing style.	Demonstrate evidence of adequate ability to grasp basic concepts and issues relevant to the chosen topic; able to deal with theory application and/or data analysis to some extent; exhibit adequate language proficiency and reference skills, and observe academic writing style but at times makes careless mistakes.	Demonstrate evidence of poor ability to grasp basic concepts and issues relevant to the chosen topic; weak in theory application and/or data analysis; weak in language proficiency and reference skills, and not always follow established academic writing style.	Demonstrate evidence of little or no familiarity with basic concepts and issues relevant to the chosen topic; unable to apply theories and/or analyse data; poor language proficiency and reference skills; unable to follow academic writing style

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 will choose a topic in linguistics or language applications, and they are required to undertake the project individually under the supervision of a teacher.

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.)

     Specific reading list will be developed, depending on the topic chosen by the student.

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

     The following are some general titles recommended for students who register the course.

1.	Alison, W. Trott, K. & Bloomer, A. (1998) *Projects in Linguistics*: *A Practical Guide to Researching Language*. London & New York: Arnold.
2.	Indurkhya, N. and Damerau, F.J. (2010) *Handbook of Natural Language Processing*. Boca Raton, FL: Chapman & Hall.
3.	Indurkhya, N. and Damerau, F.J. (2010) *Handbook of Natural Language Processing*. Boca Raton, FL: Chapman & Hall.
4.	Levin, P. (2005) *Excellent dissertations!* Maidenhead: Open University Press.
5.	Rugg, G. and Petre, M. (2007) *A gentle guide to research methods*. Maidenhead: Open University Press.
6.	Woods, A., Fletcher, P. and Hughes, A. (1986) *Statistics in Language Studies*. Cambridge: Cambridge University Press.