

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Linguistics and Translation  
with effect from Semester A 2024 / 25**

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**Part I Course Overview**

**Course Title:** Capstone Project

**Course Code:** LT6582

**Course Duration:** One Semester, either Semester B or Summer Semester, with pre-enrolment briefings in either Semester A or Semester B

**Credit Units:** 3

**Level:** P6

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

**Medium of Assessment:** English mainly, but Chinese 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)* Nil

**Exclusive Courses:**  
*(Course Code and Title)* LT6580 Master's Project and LT6581 Project

## Part II Course Details

### 1. Abstract

This course aims to develop students' abilities to integrate the knowledge and skills acquired in the programme and present their insights in the form of a supervised group project on a topic of their choice in the broad areas of linguistics and/ or translation.

### 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.	Identify a suitable topic for group research in the broad areas of linguistics and/ or translation		✓	✓	✓
2.	Search, select and critically assess literature and materials relevant to the subject matter of the project		✓	✓	✓
3.	Present the project with clarity, precision and cogency		✓	✓	✓
4.	Demonstrate ability to collaborate with others in the group working on the project		✓	✓	✓
5.	Reflect critically on the work in progress and communicate effectively insights gained in the finished project		✓	✓	✓
		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. 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	5	
1	Group consultation with supervisor: face to face and through other electronic means; initial meetings to define the direction of the project; discussion of concepts; discussion of students' submitted drafts	✓	✓	✓	✓	✓	
2	Written drafts: group submits drafts of different parts of the project for feedback and discussion	✓	✓	✓	✓	✓	
3	Written project: complete version of the project		✓	✓	✓	✓	
4	Library and online literature search	✓		✓	✓	✓	
5	Establish timeline 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		
Continuous Assessment: 100 %							
Written group project consisting of not more than 20,000 words excluding references. The project may be one of the following types: (i) a research project on a topic in the broad areas of linguistics and/ or translation; or (ii) extended translation with scholarly commentary.	✓	✓	✓	✓	✓	90%	
Each group must submit a full project proposal (minimum: 1,000 words, excluding references) for the course.	✓	✓	✓	✓	✓	10%	
Advice will be given to students in briefings by faculty in Semester A.							
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 before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Research proposal	Ability to show the potential of the topic to be developed into a written project.	High: key issues are well identified and clearly indicated.	Good: key issues are well identified.	Fair: key issues are adequately identified.	Marginal: key issues are marginally identified.	Failure: key issues are not identified.
Written project	Ability to collectively and effectively produce an extended research paper or translation by the group on a subject of intellectual interest by a critical application of the knowledge learnt in the programme	High: key issues are identified with excellent understanding and clear analysis. Research ethics are properly considered ( <i>applicable to projects involving human participants</i> ). For extended translation, the relevant translation standard has reached a high standard.	Significant: key issues are identified with good understanding, and clear analysis. Research ethics are properly considered ( <i>applicable to projects involving human participants</i> ). For extended translation, the relevant translation standard has reached a good standard.	Moderate: key issues are identified, with basic understanding and analysis. Research ethics are properly considered ( <i>applicable to projects involving human participants</i> ). For extended translation, the relevant translation standard has reached a fair standard.	Basic: key issues are identified, but with inadequate understanding and analysis. Research ethics are properly considered ( <i>applicable to projects involving human participants</i> ). For extended translation, the relevant translation standard has only reached a marginal standard.	Not even reaching marginal levels: failed to identify any key issues, and nearly no analysis. Research ethics are not properly considered ( <i>applicable to projects involving human participants</i> ). For extended translation, the relevant translation standard failed to reach a passing standard.

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)
Research proposal	Ability to show the potential of the topic to be developed into a written project.	High: key issues are well identified and clearly indicated.	Good: key issues are well identified.	Fair: key issues are adequately identified.	Failure: key issues are not identified.
Written project	Ability to collectively and effectively produce an extended research paper or translation by the group on a subject of intellectual interest by a critical application of the knowledge learnt in the programme	High: key issues are identified with excellent understanding and critical analysis. Research ethics are properly considered ( <i>applicable to projects involving human participants</i> ). For extended translation, the relevant translation standard has reached a high standard.	Significant: key issues are identified with good understanding and clear analysis. Research ethics are properly considered ( <i>applicable to projects involving human participants</i> ). For extended translation, the relevant translation standard has reached a good standard.	Moderate: key issues are identified, with basic understanding and analysis. Research ethics are properly considered ( <i>applicable to projects involving human participants</i> ). For extended translation, the relevant translation standard has reached a fair standard.	Not even reaching marginal levels: failed to identify any key issues, and nearly no analysis. Research ethics are not properly considered ( <i>applicable to projects involving human participants</i> ). For extended translation, the relevant translation standard failed to reach a passing standard.

### 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 topic in the broad areas of linguistics and/ or translation; 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.)*

Chapters extracted from the references below:

1.	Anderson, J. & Poole, M. 2001. Assignment and thesis writing. (4th ed.). Brisbane: Wiley.
2.	Burton, S. & Steane, P. (eds.). 2004. Surviving your thesis. London: Routledge.
3.	Clark, I.L. 2006. Writing the successful thesis and dissertation: Entering the conversation. Upper Saddle River: Prentice Hall.
4.	Hatch, Evelyn & Anne Lazaraton. 1991. The Research Manual: Design and Statistics for Applied Linguistics. USA: Heinle & Heinle Pub.
5.	Krashen, Stephen D. 1984. Writing: Research, Theory and Applications. Oxford: Pergamon Press Ltd.

##### 2.2 Additional Readings

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

Nil