CAH4191: PROJECT

Effective Term
Semester A 2022/23

Part I Course Overview

Course Title
Project

Subject Code
CAH - Chinese and History
Course Number
4191

Academic Unit
Chinese and History (CAH)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
Two Semesters

Credit Units
0-6

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
Other Languages

Other Languages for Medium of Instruction
English / Chinese

Medium of Assessment
Other Languages

Other Languages for Medium of Assessment
English / Chinese

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
CTL4191 Project, CAH4399 Project, CAH4890 Project

Exclusive Courses
CTL4391 Project

Part II Course Details

Abstract

The aim of this course is to give students, through a large scale project undertaken in the final year of undergraduate study, the experience of producing an extended translation up to academic or professional standards, or of producing an extended research paper on some topic of importance in translation studies.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Define a topic for study, including generating aresearch question that occupies a niche;		x	x	
2	Search, select and critically assess literature andmaterials relevant to the chosen subject matter ofthe project;		x	x	
3	Apply selected theories and techniques developedduring the course of the programme, and duringthe course of its chosen project;			x	x
4	Pursue a topic of the programme to substantialdepth to generate an innovative idea;		x	x	x
5	Present the project with clarity, precision andCogency;		x	x	x
6	Formulate generalizations on the processes andstrategies involved in making discoveries andmanage efficiently the completion of a substantialpiece of academic work		x	x	x

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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Consultation	Individual one-to-one: face toface and through other electronic means; initial meetings to define the direction of the project; discussion of concepts; discussionof student's submitted drafts	1, 2, 3, 4, 5, 6	

| 2 | Draft Writing | student submits drafts ofdifferent parts of the project for feedbackand discussion | 1, 2, 3, 4, 5, 6 | |
| 3 | Research Project Writing | | 1, 2, 3, 4, 5, 6 | |

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Research project (length: between 20,000 and 30,000 words). It must be a researchproject on a topic related to the central concerns of the programme. Students willhave to submit a project proposal for approval before they are allowed to register for the course. It will involve a lotof independent work on the part of the students, with advice and feedback from their supervisors. Students will need to manage their time well.	1, 2, 3, 4, 5, 6	100	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

Research Projects

Criterion

Ability to integrate various resources into primary and secondary levels on demand. Ability to integrated ideas and opinions which can keep to the point, clear-cut subject, and distinct themes. Ability to criticize and analysis with convincing statement and creative comment.

Excellent (A+, A, A-)

Strong evidence of :
- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Good (B+, B, B-)

Some evidence of :
- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Fair (C+, C, C-)

Limited evidence of :
- Rich content, ability to integrate various resources into primary and secondary levels based on demand;
- Rigorous organization, coherent structure, systematic composition;
- Clear and integrated ideas which can keep to the point, clear-cut subject, distinct themes, ability to interpret the opinions effectively;
- Sufficient and organized references which can be utilized in accordance with the topic.
- Exact and fluent expression, good sense of context, ability to use various writing skills to make the paper convincing with proper diction.

Marginal (D)

- Adequate content, ability to integrate resources generally based on demand, limited or irrelevant use of resources;
- Loose organization;
- Ability to express relevant points to the subject matter;
- References are insufficient, ability to provide some reasonable personal comments, but no clear demonstration;
- Sentence fluency and diction is acceptable.

Failure (F)

- Vague and devoid of content, weak ability to integrate limited resources ;
- Loose organization, without distinct primary and secondary levels;
- Unsystematic ideas which cannot express the subject matter or relevant themes;
- Summary of references, no personal idea and/ or unreasonable comment;
- Seriously insufficient/ no reference;
- Although expression is not clear, part of the idea can be identified; over use of existing quotations and relevant research.

Part III Other Information

Keyword Syllabus

There is no formal syllabus. Students will be required to undertake individually supervised research and the preparation of an extended translation or of a research paper.

Reading List

Compulsory Readings

	Title
1	林慶彰：《學術論文寫作指引（文科適用）》第二版，台北：萬卷樓，2011。

Additional Readings

	Title
1	杜興梅，《學術論文寫作》，廣州：廣東高等教育出版社，2006。
2	American Psychological Association 著，陳玉玲和王明傑譯：《美國心理協會出版手冊：論文寫作格式》，台北：雙葉書廊有限公司，2011。

3	陳時見主編：《教育論文寫作》，南寧：廣西人民出版社，2000。
4	杜興梅：《學術論文寫作ABC》，廣州：廣東高等教育出版社，2006。
5	段家鋒、孫正豐和張世賢主編：《論文寫作研究》，台北：三民書局，1995。
6	呂亞力、李瑞麟等：《論文寫作研究》，臺北：三民書局：1995。
7	宋楚瑜：《如何寫學術論文》，臺北：三民書局，1986。
8	張保隆、謝寶煖：《學術論文寫作APA 規範》，台北：華泰文化，2006。
9	張慶勳：《論文寫作手冊》，台北：心理出版社，2005 年。
10	朱希祥、王一力：《大學生論文寫作：規範‧方法‧示例》，上海：漢語大詞典出版社，2003。