City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2017/18

Part I   Course Overview

Course Title: Master's Project

Course Code: CAH6507

Course Duration: Two semesters

Credit Units: 6

Level: P6

Medium of Instruction: Chinese

Medium of Assessment: Chinese

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)   Nil

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	
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	√	√	√	√	√	√	
Written drafts	Student submits drafts of different parts of the project for feedback and discussion	√	√	√	√	√	√	
Written project	Complete version of the project	√	√	√	√	√	√	
Library and on-line literature search			√					
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%								
Written project (length: between 20,000 and 30,000 words). It must be a research project on a topic related to the central concerns of the programme. 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: 0% (duration: -)								
							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 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.	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;	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	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	• 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	• 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; • overuse of

		• 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.	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.	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.	acceptable.	existing quotations and relevant research.

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 and work on their own subject matter related to the central concerns of the programme.

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

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

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 年。
3.	陳時見主編：《教育論文寫作》，南寧：廣西人民出版社，2000 年。
4.	杜興梅：《學術論文寫作 ABC》，廣州：廣東高等教育出版社，2006 年。
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 年。
6.	林慶彰：《學術論文寫作指引（文科適用）》第二版，台北：萬卷樓，2011 年。
7.	呂亞力、李瑞麟等：《論文寫作研究》，臺北：三民書局：1995 年。
8.	宋楚瑜：《如何寫學術論文》，臺北：三民書局，1986 年。
9.	張保隆、謝寶煖：《學術論文寫作 APA 規範》，台北：華泰文化，2006 年。
10.	張慶勳：《論文寫作手冊》，台北：心理出版社，2005 年。
11.	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 年。