

**City University of Hong Kong
Course Syllabus**

**offered by Department of Linguistics and Translation
with effect from Semester 2019 / 2020**

Part I Course Overview

Course Title: Research Student Seminar

Course Code: LT8809

Course Duration: The whole candidature period of the students

Credit Units: 3

Level: R8

Medium of Instruction: English

Medium of Assessment: English

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) Nil

Part II Course Details

1. Abstract

This course aims to expose research students to presentations of scholarly work by way of participating in the seminars organized by the Department and other departments within or outside the university. It also provides students with the opportunity to present their own research so that they can benefit from the feedback of the audience.

2. Course Intended Learning Outcomes (CILOs)

| No. | CILOs | Weighting (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick ✓ where appropriate) | | |
|-----|---|------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1 | Conduct literature search for the resources, scholarly work and information relevant to the chosen area of study. | | ✓ | ✓ | |
| 2 | Review the research methodology of the chosen area of study | | ✓ | ✓ | |
| 3 | Critically analyse and evaluate research issues in the chosen area of study | | ✓ | ✓ | |
| 4 | Present their on-going and completed research | | ✓ | ✓ | ✓ |
| 5. | Evaluate their own research | | ✓ | ✓ | ✓ |
| | | 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)

| TLA | Brief Description | CILO No. | | | | | Hours/week (if applicable) |
|---|---|----------|---|---|---|---|-------------------------------|
| | | 1 | 2 | 3 | 4 | 5 | |
| Participation in the information skill workshop | A workshop will be organised to students to let them have hand-on practices of searching for resources, scholarly work, and information relevant to their chosen area of study. | ✓ | ✓ | ✓ | | | |
| Participation in seminars | Seminars will be given by guest speakers and research students; Discussion and Q&A after seminars; | | ✓ | ✓ | | | |
| Seminar presentation | Students will do presentations on their own research. Comments and feedback will be given by their student peers, supervisors, and assessment panel members. | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Evaluative writing | Students will evaluate their own research in writing after each presentation. | ✓ | ✓ | ✓ | ✓ | ✓ | |

4. Assessment Tasks/Activities (ATs)

| Assessment Tasks/Activities | CILO No. | | | | | Weighting | Remarks |
|--|----------|---|---|---|---|-------------------------------------|---------|
| | 1 | 2 | 3 | 4 | 5 | | |
| Continuous Assessment: 100% | | | | | | | |
| Seminar attendance, and participation in discussions. Participation in the information skill workshop and at least 15 seminars in total. | ✓ | ✓ | ✓ | | | 25% | |
| Three presentations on research: one presentation will be given at an early or interim stage of the research, and two presentations will be given during the final stages of the research. Each presentation will last about 45 minutes. | ✓ | ✓ | ✓ | ✓ | ✓ | 45% (15% for each presentation) | |
| Three short pieces of evaluative writing: students are required to evaluate their own research after receiving feedback from the audience in each presentation. Each piece of writing will have a length of around 1000 words. | ✓ | ✓ | ✓ | | ✓ | 30% (10% for each piece of writing) | |
| Examination: _____% (duration: _____, if applicable) | | | | | | | |
| | | | | | | 100% | |

5. Assessment Rubrics

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|---|---|---|---|---|---|--|
| Seminar/Workshop attendance and participation | Attendance and Participation | Very active participation in the information skill workshop and seminars; An attendance of more than 15 seminars | Active participation in the information skill workshop and seminars; An attendance of more than 10 seminars | Adequate participation in the information skill workshop and seminars; An attendance of 10 seminars | Absence from the information skill workshop; Little participation in seminars; An attendance of less than 10 seminars | Absence from the information skill workshop; Very little participation in seminars; An attendance of less than 5 seminars |
| Seminar Presentation | Original thinking Critical thinking Intellectual ability Research ability Clarity of presentation | Superior grasp of the research methodology and issues of the chosen area of study; strong evidence of original and critical thinking; strong evidence of intellectual and research abilities, excellent presentation skills | Good review of the research methodology and issues of the chosen area of study; some evidence of original and critical thinking; some evidence of intellectual and research abilities, good presentation skills | Adequate review of the research methodology and issues of the chosen area of study; little evidence of original and critical thinking; little evidence of intellectual and research abilities, adequate oral presentation | Marginal review of the research methodology and issues of the chosen area of study; very little evidence of original and critical thinking; very little evidence of intellectual and research abilities, some weakness in oral presentation | Poor review of the research methodology and issues of the chosen area of study. No sign of research and critical thinking; poor in oral presentation |
| Evaluative writing | Critical thinking Clarity of writing | Strong evidence of critical thinking; excellent writing skills | Some evidence of critical thinking; good writing skills | Little evidence of critical thinking; acceptable in writing | Very little sign of critical thinking; some weakness in writing skills | No sign of critical thinking; Poor writing |

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

1. Information skills for literature search
2. Seminars given by guest speakers and students.
3. Research methodology and topics related to linguistics and translation.

2. Reading List

Recommended by speakers and supervisors