

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of Linguistics and Translation**  
**with effect from Semester A 2022/2023**

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**Part I      Course Overview**

**Course Title:**                      Departmental Research Student Seminar

**Course Code:**                      LT8802

**Course Duration:**                  The whole candidature period of the students

**Credit Units:**                      2

**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)

(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	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		✓	✓	✓
* If weighting is assigned to CILOs, they should add up to 100%.		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		
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)

(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: ____%								
Seminar attendance, and participation in discussions. Participation in the information skill workshop and at least 10 seminars in total.	✓	✓	✓				20%	
Two presentations on research: one presentation will be given at an early or interim stage of the research, and one presentation will be given during the final stages of the research. Each presentation will last about 45 minutes.	✓	✓	✓	✓	✓		50% (25% for each presentation)	
Two 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% (15% for each piece of writing)	
Examination: ____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							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.	N/A	N/A	N/A	N/A	N/A

Applicable to students admitted before Semester A 2022/23

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**

*(An indication of the key topics of the course.)*

Information skills for literature search

Seminars given by guest speakers and students.

Research methodology and topics related to linguistics and translation.

#### **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.)*

Recommended by speakers and supervisors.

##### **2.2 Additional Readings**

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

Nil.