City University of Hong Kong
Course Syllabus

offered by Department of Chinese and History
with effect from Semester A 2020/21

Part I   Course Overview

Course Title:	Project
Course Code:	CAH4191
Course Duration:	2 semester
Credit Units:	6 credits
Level:	B4

Proposed Area:
(for GE courses only)

☐ Arts and Humanities
☐ Study of Societies, Social and Business Organisations
☐ Science and Technology

Medium of Instruction:	English / Chinese
Medium of Assessment:	English / Chinese
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	CTL4191 Project, CAH4399 Project, CAH4890 Project
Exclusive Courses: *(Course Code and Title)*	CTL4391 Project

Part II   Course Details

1. **Abstract**
   (A 150-word description about the course)

   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.

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		√	√	√

* If weighting is assigned to CILOs, they should add up to 100%. **100%**
 # Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

   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**	
Consultation	Individual one-to-one: face to face and through other electronic means; initial meetings to define the direction of the project;	√	√	√	√	√	√	

		CILO No.							
	discussion of concepts; discussion of student's submitted drafts								
Draft Writing	student submits drafts of different parts of the project for feedback and discussion	√	√	√	√	√	√		
Research Project Writing		√	√	√	√	√	√		

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%								
Research 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: - (duration: -)								

* 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.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Research Projects	• 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; • Sufficient and organized references	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	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	• 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.	• 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

		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.	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.	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.		idea can be identified; over use of existing quotations and relevant research.

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

1. **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.

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.)

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.)
   杜興梅，《學術論文寫作》，廣州：廣東高等教育出版社，2006。
   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。
   陳時見主編：《教育論文寫作》，南寧：廣西人民出版社，2000。
   杜興梅：《學術論文寫作 ABC》，廣州：廣東高等教育出版社，2006。
   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。
   呂亞力、李瑞麟等：《論文寫作研究》，臺北：三民書局：1995。
   宋楚瑜：《如何寫學術論文》，臺北：三民書局，1986。
   張保隆、謝寶煖：《學術論文寫作 APA 規範》，台北：華泰文化，2006。
   張慶勳：《論文寫作手冊》，台北：心理出版社，2005 年。
   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。