

Course Title	: Translation Studies Research Project
Course Code	: TRA4325
Recommended Study Year	: 4
No. of Credits/Term	: 3 (Year course)
Mode of Tuition	: Seven-week 2-hours taught unit and Individual supervision
Class Contact Hours	: 0.5 hour per week (including the 7 week 2-hours taught unit)
Category	: Required
Prerequisite	: Nil
Co-requisite	: Nil
Exclusion	: Nil
Exemption Requirement	: Nil

Brief Course Description:

Students are required to write a thesis related to translation studies of 8-10,000 words (excluding notes and bibliography) in English. The thesis should deal with selected areas and topics in two major areas of translation studies: (a) language use, and (b) literary and cultural factors. Topics will be chosen according to the student's interests and the teacher's research specialization. The course aims to provide a forum for staff and students to explore and discuss ideas, themes, issues and problems in selected areas of translation research. In the process, students are exposed to intellectual activities in which scholars are engaged in preparation for further studies.

Language of instruction: English / Chinese

Aims:

The course is designed to enable students to carry out preliminary research in areas in which their teachers have special expertise. This will be of value in allowing students to decide whether they would like to take up postgraduate studies after finishing their first degree.

Learning Outcomes (LOs):

Upon completion of this course, students will be able to

1. Apply the research methods learned;
2. Identify research problems and issues involved in a specified area and topic;
3. Undertake some preliminary research in an area of interest; and
4. Express their views about the ideas and themes concerned in an intelligent and informed manner.

Approach to the Project:

1. Selection of topics: In consultation with a full-time teacher of the Department, students will select a research topic that is related to their intellectual pursuit; the chosen topic will need to be approved by the Department by the end of the students' penultimate year of study.
2. Preliminary reading and research: Students are expected to read extensively on materials related to their research topic, and to conduct some preliminary research before the start of one-to-one supervision. They need to ensure that they have access to reference works that are relevant to their research areas.
3. The course will begin with a seven-week taught unit designed to give specific guidance to students before they start the one-to-one supervision with their supervisors.

- Supervisors will advise students individually on the selection of topic, use of reference materials, approach, collection and critical analysis of data. It is the students' responsibility to ensure that their project progresses in accordance with the schedule set by the Department, prepare for their consultation sessions with the supervisor, and seek their supervisor's advice and assistance if problems arise. The final draft will need to be submitted in the designated format.

Teaching Method:

Individual supervision of half an hour every two weeks for two terms, or one hour every two weeks for one term.

Apart from the initial seven-week taught unit, there is no formal teaching for this course. In the supervision sessions the supervisor will closely monitor the performance of the student, provide formative feedback based on drafts submitted, and suggest ways of improvement.

Measurement of Learning Outcomes:

Learning Outcome	Research Project
Identify research problems in a specified area and topic	X
Undertake some preliminary research in an area of interest	X
Apply the research methods learned	X
Identify the issues involved	X
Express their views about the ideas and themes concerned in an intelligent and informed manner	X

Assessment:

Continuous assessment: 100%

The project will be assessed by the supervisor and at least one other teacher. The procedure is as follows:

- After supervisors submit their marks, a double-blind second assessment will be conducted.
- All staff members except the one who has been elected the "Judge of Final Appeal" will take part in the exercise. The second assessor for each project will be assigned by the Department.
- When the grade given by the supervisor and that by the second assessor differ by one sub-grade, the former will usually prevail (but the Project Assessment Panel, consisting of about half of the teaching staff, may decide that the higher grades should prevail for that particular year). When they differ by two sub-grades, the middle grade will be taken.
- If the two grades differ by more than two sub-grades, the project will be subjected to third assessment conducted by members of the Project Assessment Panel. Third assessors will also be assigned by the Department.
- Supervisors may appeal against any upward or downward adjustment resulting from second or third assessment. These appeals are also handled by the Panel.
- The grades given by the Panel will be final, no matter whether they fall inside or outside the range between the grades given by the supervisor and the assessor(s).
- The Panel may refer difficult cases to the "Judge of Final Appeal", who is not involved in second and third assessments.
- The "Judge of Final Appeal" also handles appeals lodged by students.
- Cases mentioned in Points 7 and 8 will be handled by another member of staff if the project

concerned has been supervised by the “Judge of Final Appeal”.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 0.5 hour of class contact (including the seven-week taught unit) and 8.5 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>

Assessment rubrics:

	EXCELLENT (A Range) 80-100%	GOOD (B Range) 65-79%	FAIR (C Range) 50-64%	PASS (D Range) 40-49%	FAIL (F Range) 0-39%
Conception of argument (40%)	Project has a clearly articulated thesis that is analytically interesting and original; the analysis is perceptive.	Project meets most of the criteria listed in the column to the left, but is lacking in one or more of them—or accomplishes all of them at a slightly lower level than excellence.	Project has an identifiable thesis, but it may be obvious or uninteresting, and not particularly original; the analysis is superficial.	Project has an identifiable thesis, but it is uninteresting and not at all original; there is little analysis.	Project does not have any identifiable thesis.
Use of research methods and supporting evidence (30%)	Project provides ample evidence in support of its thesis; showing serious research; evidence is well-connected to the thesis; documentation is exceptionally clear, as in the use of footnotes and references.	Project provides significant amount of supporting evidence, well-connected to the thesis; some parts may not be clearly related to the central thesis; documentation is mostly clear.	Project provides some supporting evidence, but less than enough; only a small amount of research is conducted; there is an obvious amount of irrelevant detail; documentation is incomplete or not clear.	The evidence in the project relates only weakly to the thesis; hardly any research is done; the evidence is poorly documented.	The evidence in the project is irrelevant. The student does not apply any research methodology in the thesis.
Organization and presentation (20%)	All sections relate clearly to the central thesis; individual sections have a clear focus; structurally very satisfying; clear connections between sections; the order in which the ideas are presented makes sense.	Nearly all sections relate clearly to the central thesis in a clear manner; all or most individual sections have a clear focus; structurally satisfying; the order in which the ideas are presented makes sense.	Most sections relate to the thesis in a clear manner, most individual sections have a clear focus, and the order in which the ideas are presented generally makes sense.	Most sections do not relate to the central thesis in a clear manner; structurally confusing; ideas not presented in the proper order; connection between ideas not clear or satisfying.	The thesis is completely incoherent and disorganized.
Language use (10%)	Project displays excellent English language skills, with very few grammatical and usage errors, and is perfectly understandable.	Project contains minor errors in grammar and usage, but the writing is clear and generally understandable.	Project contains several minor errors and/ or a few major ones; the writing is mostly clear but may be difficult to understand in places.	Project contains numerous writing errors that are serious enough that the thesis is very difficult to understand.	The English is extremely poor and thesis is incomprehensible.