

Subject Description Form

Subject Code	ITC3042T
Subject Title	Professional Language Skills and Project Preparation (by Thesis)
Credit Value	4
Level	3
Pre-requisite(s) / <Co-requisite> / (Exclusion)	(ITC3228D Professional Language Skills and Project Preparation (by Collection)) <i>Students who are non-Chinese speakers or whose standards are at junior secondary level or below, and assigned to take CLC1151/ CLC1152/ CLC2152/ CLC2152, will be exempted from CLC components in the subject.</i>
Objectives	The subject orientates students towards their final year project and develops their ability in generating project ideas and planning the project. It covers various kinds of research methodology and specifically reinforces the language use of both Chinese and English in writing project proposal and thesis.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: <ul style="list-style-type: none"> a. understand the basic kinds of research methods and processes; b. identify and integrate scholarly sources appropriately and persuasively to support research ideas; c. apply critical and creative thinking in initiating and writing an achievable design project proposal; d. identify potential design project in respect to its implementation plan, evaluation of limitations, and proposal of solutions; e. identify and apply language features and the referencing conventions used by academics in writing up research in their discipline; f. plan, organise and deliver effective oral presentations on project proposals; g. analyse the structure and moves of a thesis and produce clear academic texts.

<p>Subject Synopsis/ Indicative Syllabus</p>	<p>(I) About Final Year Project Purpose of final year project Requirements of final year project Planning and scheduling of project implementation Final year project supervisor</p> <p>(II) Research Project Type of research Selection of research topic Literature search and review Defining objectives Data collection Data analysis Interpretation of results</p> <p>(III) Thesis Composition Contents of thesis Format of thesis Reference styles</p> <p>(IV) Thesis Writing Writing of project proposal in English Writing introductory chapter for a thesis and a literature review for an area of study in the appropriate format and style of English Writing a project synopsis in Chinese</p> <p>(V) Presentation of Project Proposal Logical and coherent organisation of presentations Verbal and non-verbal interaction strategies for persuasive presentations</p>
<p>Teaching/Learning Methodology</p>	<p>Lectures will be structured to introduce the basics of carrying out a capstone project. Instructions will be provided through lectures in order to reinforce the use of language in developing a project proposal and a thesis. Tutorials will be conducted to reinforce taught subjects and instructions. Assignments will be used to reinforce learning and assess learning progress. This subject is collaboratively developed and delivered by staff from ITC, CLC and ELC.</p>

<p>Assessment Methods in Alignment with Intended Learning Outcomes</p>	<p>Students will be required to identify the project areas of interest, prepare project proposals in a clear, systematic and persuasive manner, and deliver oral presentations. Students will also be required to submit an introductory chapter for a thesis and a literature review for an area of study in an appropriate format and style of English, as well as a project synopsis in Chinese.</p>																																																																												
	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="9">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> <th>h</th> <th>i</th> </tr> </thead> <tbody> <tr> <td>Continuous assessment</td> <td>100%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td><i>1. Assignment</i></td> <td><i>80%</i></td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td><i>2. Presentation</i></td> <td><i>20%</i></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Examination</td> <td>0%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)									a	b	c	d	e	f	g	h	i	Continuous assessment	100%	✓	✓	✓	✓	✓	✓	✓	✓	✓	<i>1. Assignment</i>	<i>80%</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓	<i>2. Presentation</i>	<i>20%</i>							✓	✓		Examination	0%										Total	100%										<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>ITC staff will contribute to the assessment of Intended Learning Outcomes (a) to (g).</p> <p>CLC staff will contribute to the assessment of Intended Learning Outcomes (b) and (f).</p> <p>ELC staff will contribute to the assessment of Intended Learning Outcomes (b), (e) and (g)</p>
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																																									
		a	b	c	d	e	f	g	h	i																																																																			
Continuous assessment	100%	✓	✓	✓	✓	✓	✓	✓	✓	✓																																																																			
<i>1. Assignment</i>	<i>80%</i>	✓	✓	✓	✓	✓	✓	✓	✓	✓																																																																			
<i>2. Presentation</i>	<i>20%</i>							✓	✓																																																																				
Examination	0%																																																																												
Total	100%																																																																												
<p>Student Study Effort Expected</p>	<table border="1"> <tr> <td>Class contact:</td> <td></td> </tr> <tr> <td>• Lecture (CLC: 10 hrs; ELC: 8 hrs; ITC: 6 hrs)</td> <td>24 Hrs</td> </tr> <tr> <td>• Tutorial (CLC: 8 hrs; ELC: 8 hrs; ITC: 12 hrs)</td> <td>28 Hrs</td> </tr> <tr> <td>Other student study effort:</td> <td></td> </tr> <tr> <td>• Self-study/preparation</td> <td>85 Hrs</td> </tr> <tr> <td>• Presentation</td> <td>5 Hrs</td> </tr> <tr> <td>Total student study effort</td> <td>142 hrs</td> </tr> </table>		Class contact:		• Lecture (CLC: 10 hrs; ELC: 8 hrs; ITC: 6 hrs)	24 Hrs	• Tutorial (CLC: 8 hrs; ELC: 8 hrs; ITC: 12 hrs)	28 Hrs	Other student study effort:		• Self-study/preparation	85 Hrs	• Presentation	5 Hrs	Total student study effort	142 hrs																																																													
Class contact:																																																																													
• Lecture (CLC: 10 hrs; ELC: 8 hrs; ITC: 6 hrs)	24 Hrs																																																																												
• Tutorial (CLC: 8 hrs; ELC: 8 hrs; ITC: 12 hrs)	28 Hrs																																																																												
Other student study effort:																																																																													
• Self-study/preparation	85 Hrs																																																																												
• Presentation	5 Hrs																																																																												
Total student study effort	142 hrs																																																																												
<p>Reading List and References</p>	<p><u>Essential</u> <i>Guidelines for the Preparation of Final Year Project, ITC, PolyU.</i></p>																																																																												

Supplementary

Flynn, J. Z. and Foster, I. M. (2009), *Research Methods for the Fashion Industry*. Fairchild Books, New York.

Lester, J. D. and Lester, J. D. Jr. (2015), *Writing Research Papers: A Complete Guide*. 15th Edition, New Jersey, Pearson.

Silverman, D. (2008), *Doing Qualitative Research: A Comprehensive Guide*, Sage Publication.

孟樊 (2012) , 《論文寫作方法與格式》 (第二版) , 威仕曼文化事業股份有限公司 , 新北市。