

Doctor of Applied Language Sciences 應用語言科學博士

Programme Requirement Document

2020/21

This Programme Requirement Document is subject to review and changes which the programme offering Faculty / Department / School can decide to make from time to time. Students will be informed of the changes as and when appropriate.

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1. Basic Programme Information

Programme Title:	Doctor of Applied Language Sciences (DALSS) 應用語言科學博士學位
Programme Code:	03002
Mode of Attendance:	Mixed-mode
Normal Duration for Completion of the Programme:	Full-time: 3 years Part-time: 5 years (applicable to students admitted in or after 2020/21)
Maximum Period of Registration for Completion of the Programme:	8 years (applicable to students admitted in or before 2019/20)
Award to which the Programme leads:	Doctor of Applied Language Sciences (DALSS) 應用語言科學博士學位 Master of Arts in Applied Language Research Studies (MA in ALRS) (exit award) 應用語言研究文學碩士學位
Total Credits Required for Graduation:	48 credits for DALSS (24 credits for coursework and 24 credits for thesis) 33 credits for MA in ALRS (This exit award requires 33 credits inclusive of coursework and FH6003 DALSS Thesis I.)
Student Intake in 2020/21:	24
Medium of Instruction:	English
Nature of Programme:	Credit-based
Fees:	HK\$6,500 per credit
Programme Host:	Faculty of Humanities (FH)
Contributing Departments:	Department of Chinese and Bilingual Studies (CBS) Department of English (ENGL) English Language Centre (ELC) Department of Computing (COMP)
Programme Committee Chair:	Professor Christian MATTHIESSEN (ENGL)
Programme Leader:	Dr Kazuhiro TERUYA (CBS)

2. Programme Philosophy, Aims and Objectives

The Doctor of Applied Language Sciences (DALs) programme aims to help nurture and develop a critical mass of future leaders in language-related professions. Students will be informed and develop an advanced understanding of the inextricable link between theory and practice and will be able to integrate knowledge and research skills with reflective practice in coping with the demands and development of their careers as language professionals in an age of globalization and digitalization. The programme encourages students to build on their knowledge and experiences so as to generate creative solutions or innovative applications for the language-related issues they encounter in their profession(s).

An interdisciplinary, cross-linguistic and/or cross-cultural perspectives of epistemology are adopted by the programme. The students are offered a unique opportunity to broaden and deepen their knowledge by pursuing a course of study and advancing an exploration of issues involving the delivery and possible integration of content across three departments or centres in the Faculty of Humanities (i.e., the Department of Chinese and Bilingual Studies, the Department of English and the English Language Centre) and from the Department of Computing in the Faculty of Engineering. Furthermore, situated in Hong Kong, an East and West melting-pot, staffed by academics with multilingual and multicultural backgrounds and expertise, the programme aims to serve as a meaningful platform for constructive dialogues between the global/Western and the local/Eastern and for generating linguistic theories, conceptualizations and/or applications with both global reach and local relevance.

Our motto is “To learn, to apply, and to administer” (學以致用, 經世致用). DALs graduates are expected to demonstrate a critical understanding of or the ability for a) the integration of linguistic theories and professional practice, b) the integration of knowledge from language-related disciplines, c) the integration of international perspective and local context, and d) the integration of knowledge of different languages and/or cultures.

3. Intended Learning Outcomes (ILOs) – to be read with the subject curriculum mapping in Part B - 1

Category A: Institutional Learning Outcomes

In line with University policy and guidelines, upon completion of their studies, students will have:

1. professional competence of specialists/leaders of a discipline/profession: Graduates will possess in-depth knowledge and skills in their area of study and be able to apply their knowledge and contribute to professional leadership;
2. strategic thinking: Graduates will be able to think holistically and analytically in dealing with complex problems and situations pertinent to their professional practice. They will

- be versatile problem solvers with good mastery of critical and creative thinking skills, who can generate practical and innovative solutions;
3. lifelong learning capability: Graduates will have an enhanced capability for continual professional development through inquiry and reflection on professional practice.

Category B: Programme Intended Learning Outcomes

The programme intended learning outcomes provide an overarching framework for individual subject ILOs and are formulated to ensure that upon completion of their studies, students will be able to:

1. demonstrate an advanced understanding of current theories underpinning the study of language;
2. develop a sophisticated understanding of issues in intercultural communication and relate the understanding to their professional practice and chosen area of study;
3. develop teamwork and leadership skills for future career development;
4. critically evaluate the literature and current trends in their chosen area of study such as language education, intercultural and professional communication, translating and interpreting, or speech sciences, language processing, and cognition;
5. adopt appropriate research design and method(s) to obtain and analyse primary data from language and profession-related areas;
6. use appropriate information technology tools for evidence-based investigation of aspects of language and professional communication;
7. express complex ideas clearly, accurately and in compliance with the conventions governing academic and professional genres.

4. Programme Structure and Curriculum

The DALS curriculum is comprised of four focus areas or areas of enquiry for the students to choose and develop their specialism(s).

1. Language Education

This area focuses on the frameworks of knowledge and skills that underpin language education theories of linguistics and language learning, discourse and corpus analysis, and the role of language in society and on language education itself, particularly trends in teaching, learning, curriculum development and assessment. Another important focus is on the processes involved in first and second language acquisition.

2. Intercultural and Professional Communication

The emphasis here is on the key concepts, issues and practices in intercultural communication for organizational and professional contexts. It aims to help individual professionals to acquire expertise in relevant fields of knowledge related to intercultural communication, including theoretical and conceptual frameworks, methodologies, and applications to comprehend and explore the complexities of professional communication in intercultural and media-based

settings. The students will acquire means of analyzing spoken, written and multimodal discourses in a range of intercultural and professional contexts and enhance both professional and personal communicative competence as well.

3. Translating and Interpreting

This area of enquiry focuses on providing professional training to university teachers and to those who are currently working in the fields of translation and interpreting but who do not hold formal academic credentials. The area encompasses understanding of general linguistic theories, rhetorical studies in cross-cultural contexts, contemporary theories of translation and interpreting, and recent discoveries in typological divergencies among languages.

4. Speech Sciences, Language Processing, and Cognition

The focus area is built upon the knowledge of how language is processed, with the intention to apply this knowledge to areas such as Communication Disorder, Digital Humanities, Language and Speech Sciences, Language Technology, and Neuro-cognitive Approaches to Language Use and Language Learning. Language technology, including computational and neuro-cognitive technologies, permeates many aspects of life and has an indispensable role to play in the delivery of language policies, language education, language related health cares, as well as in a wide range of content industries and knowledge economy. A critical mastery of knowledge of how language is processed in the human mind as well as language processing technologies is now an essential part of a professional's competence. The focus area is suited for professionals whose work is related to one or more of the following academic fields: Communication Disorder and Speech Therapy, Digital Humanities, Health Informatics, Natural Language Processing, and Neuro-cognitive Linguistics.

Curriculum Structure

Students are required to complete 48 credits for graduation, of which 24 credits are assigned to coursework and 24 credits to thesis preparation and writing.

1) 24 Credits for Coursework

Students must complete and pass 24 credits (equivalent to 8 standard-sized 3-credit subjects), of which no more than 6 credits (equivalent to 2 standard-sized 3-credit subjects) can be at Master's degree level, with the rest must all be at doctoral level. Students should take two compulsory and six elective subjects (among the regular elective subjects and focus area elective subjects) to earn the 24 credits for the coursework component. The list of the compulsory and elective subjects can be seen in Table 1. Table 2 contains information about the suggested DALs subject progression pattern.

2) 24 Credits for Thesis

Each student will have to submit a thesis of approximately 50,000 words in length and an oral examination of the thesis will also be held. The student's DALs candidacy will be confirmed after successful completion of the coursework and after successfully defending the thesis.

The thesis comprises a single piece of work, divided into two subjects, FH6003 DALS Thesis I (proposal, 9 credits) and FH6012 DALS Thesis II (thesis, 15 credits). While the thesis gives the student an opportunity to investigate a self-identified topic in considerable depth, it should reflect the candidate's in-depth knowledge and understanding of the related literature and of research methodologies appropriate to the enquiry. The thesis should be a viable demonstration of the candidate's ability to provide innovative insights into an aspect of language or professional practice.

Students should find a supervisor familiar with the chosen area of enquiry, who will provide advice and guidance throughout the period of research. The thesis should also be the product of a supervised process of enquiry into a language or profession-related area and present evidence drawn mainly from primary data. The work should be of a standard worthy of publication in a peer-reviewed professional outlet.

FH6003 DALS Thesis I is a 9-credit subject and FH6012 Thesis II is a 15-credit subject. Students have to pay the equivalent credit fee once they registered the subjects. For full-time students, the normal period for completing DALS Thesis I is one semester and Thesis II is two semesters; for part-time students, the normal period for completing DALS Thesis I is two semesters and Thesis II is four semesters. Students who are unable to complete their thesis in the above stipulated duration may apply for an extension with the approval given by the Programme Leader, subject to a satisfactory report on progress from the Thesis Supervisor. An extension fee will be applied for each semester. For details about the administration of DALS Thesis I and II, please refer to the DALS Thesis Handbook.

Table 1: DALS – Subject List

Subject Code	Subject Title	Credits
Foundation Subjects		
FH6000	Trends in Applied Language Sciences (<i>compulsory</i>)	3 Credits
FH6002	Research Methods for Applied Language Sciences I (<i>compulsory</i>)	3 Credits
FH6050	Linguistic Theories	3 Credits
FH6054	Discourse Analysis and Corpus Linguistics	3 Credits
FH6057	Advances in Sociolinguistics	3 Credits
CBS6814	Guided Study in Chinese Grammar	3 Credits
Focus area: Language Education		
FH6056	Research Methods for Second Language Education	3 Credits
FH6102	Psycholinguistics and Language Acquisition	3 Credits
FH6103	Curriculum and Assessment	3 Credits
Focus area: Intercultural and Professional Communication		
FH6001	Intercultural Communication	3 Credits
FH6053	New Media	3 Credits
FH6201	Glocalisation and Media Communication	3 Credits
FH6202	Professional and Organisational Communication	3 Credits

Focus area: Translating and Interpreting		
FH6301	Theories of Translation	3 Credits
FH6302	Interpreting Studies	3 Credits
Focus area: Speech Sciences, Language Processing, and Cognition		
FH6051	Computational Linguistics	3 Credits
FH6401	Speech Processing	3 Credits
CBS6441	Advanced Topics in Psycholinguistics and Neurolinguistics	3 Credits
CBS6442	Advanced Topics in Research Methodology for Language Sciences	3 Credits
CBS6833	Lexical Semantics and Ontology	3 Credits
CBS6835	Corpus-based Linguistics Research	3 Credits
<i>Broadening electives from a list of subjects at Level 5 in the existing MA programmes</i>		
DALS Thesis		
FH6003	DALS Thesis I	9 Credits
FH6012	DALS Thesis II	15 Credits
Academic Support Programme (non-credit bearing)		
FH6900	Advanced Academic English Literacy: Presenting Effectively	/
FH6901	Advanced Academic English Literacy: Reading and Writing	/

Table 2: Suggested DALS Subject Progression Pattern

Year	Semester	Full-time mode (credits)	Part-time mode (credits)
Year One	Semester One	12	6 or 9
	Semester Two	12	6 or 9
	Summer Term	---	---
Year Two	Semester One	9 (for DALS Thesis I)	6 or 9
	Semester Two	15 (for DALS Thesis II) [2 consecutive semesters]	9 (for DALS Thesis I) [2 consecutive semesters]
	Summer Term	---	---
Year Three	Semester One	cont'd (for DALS Thesis II)	cont'd (for DALS Thesis I)
	Semester Two	Thesis II assessment & oral examination	15 (for DALS Thesis II) [4 consecutive semesters]
	Summer Term	---	---
Year Four	Semester One		cont'd (for DALS Thesis II)
	Semester Two		cont'd (for DALS Thesis II)
	Summer Term		---
Year Five	Semester One		cont'd (for DALS Thesis II)
	Semester Two		Thesis II assessment & oral examination
	Summer Term		---

Teaching and Learning Methods

1) Coursework component

The teaching and learning approach for all subjects will, as far as possible, encourage interaction and a spirit of enquiry among students and staff. Furthermore, with the aim to help students upgrade their professional knowledge and performance, emphasis will be placed on experiential, project-oriented, and problem-based learning. Industrial leaders or practitioners from the different professions will also be invited to keep students abreast of the latest trends and practices of the professions.

Following the normal pattern of teaching and learning employed in the University, students will be taught in both lecture and seminar groupings but the ratio of lecture to seminar hours will vary according to the nature of particular subjects. The ratio of face-to-face instruction and instruction delivered via e-learning platforms will also vary from subject to subject.

2) Thesis component

The thesis is essentially a piece of independent work but every student will be assigned a supervisor, who will provide guidance on the design, execution and presentation of the research. The responsibility of a project supervisor is to guide the student in the research process by:

- offering guidance and advice on critical matters such as the direction and focus of research, the research design, the soundness of the methodology used, interpretation of results and the clarity of the written presentation;
- responding to students' requests for consultations;
- reading and critiquing drafts of thesis chapters.

The minimum number of contact hours between the supervisor and the student is 30 for FH6003 DALs Thesis I and 60 for FH6012 DALs Thesis II.

Nonetheless, students should be aware that:

- it is not the responsibility of a supervisor to schedule appointments, or to edit the final draft of the thesis;
- it is important to manage time effectively in order to complete the thesis by the submission deadline;
- students should schedule appointments well ahead of time.

Normal duration for completion of a programme (*applicable to students admitted in or after 2020/21*)

Students should complete the programme, including Thesis I and II within the normal duration of the programme, i.e. 3 years for full-time programme and 5 years for part-time programme. Those who exceed the normal duration of the programme will be de-registered from the programme unless prior approval has been obtained from relevant authorities. The study period of a student shall exclude deferment granted for justifiable reasons. Any semester in which the

students are allowed to take zero subject will be counted towards their total period of registration.

Students who have been registered for the normal duration of the programme may request extension of their studies for up to one year with the approval of the Head of Department. Applications for extension of study period beyond one year and up to two years will require the approval from Faculty Board Chairman.

For part-time programme, the Head of Department may approve the extension of studies up to two years, and Faculty Board Chairman may approve the extension of studies beyond two years and up to four years.

Students who have exceeded the normal duration of the programme for more than two years (four years for part-time programmes) and have been de-registered can submit an appeal to the Academic Appeals Committee to request further extension. If the appeal fails, the student shall be de-registered.

Maximum period of registration for completion of a programme (*applicable to students admitted in or before 2019/20*)

The maximum period of registration on, and for completion of the programme, including Thesis I and II must not exceed 8 years. This period shall exclude deferment granted for justifiable reasons such as illness or posting to work outside Hong Kong, but any semester in which the students are allowed to take zero subject will be counted towards the maximum period of registration.

A student's registration shall lapse if it is no longer possible for him/her to obtain an award within the maximum period of registration.

5. Entrance Requirements

The normal minimum requirement for admission is possession of a Master's degree in a related discipline. In addition, applicants are required to have substantial and relevant work experience combined with the academic entrance requirement, i.e., the applicants should have:

- A Master's degree or equivalent in a related field plus 5 years of post-undergraduate work experience; OR
- A Master's degree or equivalent in a related field plus 2 years of post-Master's work experience.

In exceptional circumstances, admission may be granted on a case-by-case basis to applicants without the normal entrance qualifications.

English Language Requirement

Requirements for those who do not have a degree from a recognised university at which the language of instruction is English are:

- an overall International English Language Testing System (IELTS) score of at least 6.5 (all sub-scores should be at 6.0 or above); or
- at least 90 in the Test of English as a Foreign Language (TOEFL) for the Internet-based test (with a writing score of 23 or above), or at least 575 or above in the paper-based test (with a score of 4 out of 6 in the Test of Written English).

Alternatively, consideration will be given to acceptable scores in other internationally-recognised public examinations. All English language test scores are considered valid for five years after the date of the test.

If applicants intend to conduct study/research in language(s) other than English, the applicants should demonstrate that they possess the required level of language proficiency needed for carrying out research in their area of enquiry.

6. Regulations for Registration, Assessment, Progression and Award

Registering, Adding & Dropping Subjects

On admission to the programme, students will be registered with University either as a full-time or part-time student for DALs award. Students need to register for subjects at specified periods prior to the commencement of the semester. A student may add new subjects and drop subjects during the 2-week add/drop period which starts at the commencement of a semester (except for the summer term, the add/drop period is only one week).

Credit Transfer from Previous Study

DALS is a credit-based programme in which students progress by credit accumulation, i.e., credits earned by passing individual designated subjects can be accumulated and counted towards the final award. In case of credit transfer, students will be given credits for recognized previous study and the credits will be counted towards meeting the requirements of the award. Students may be given credits for previous doctoral level study which have or have not already contributed to an award, or for previous Master's level study which has not already contributed to an award. Normally, not more than 50% of the required number of credits for the academic award may be transferable from approved institutions outside the University and not more than 67% of the required credits for the award can be transferred from programmes within the University. The validity period of credits previously earned is up to 8 years after the year of attainment, i.e. the year in which the subject is completed.

Exemption

Students may be exempted from taking any specified subjects if they have successfully completed similar subjects previously in another programme. If the student is exempted from

taking a specified subject, the credits associated with the exempted subject will **not** be counted towards meeting the award requirement (except for exemptions granted at admission stage). It will therefore be necessary for the students to take another subject in order to satisfy the award requirement for the award.

Subject Withdrawal

Students may apply for withdrawal of registration on a subject after the add/drop period and before the commencement of the examination period if they have a genuine need to do so. The application should be made to the programme offering department and will require the approval of both the subject teacher and the programme leader, if there are strong justifications and when the tuition fee of the subject concerned has been settled. Applications submitted after the commencement of the examination period will not be considered.

For approved applications of subject withdrawal, a handling fee of HK\$110/subject¹ will be charged. The tuition fee paid for the subject will be forfeited and the withdrawal status of the subject will be shown in the assessment result notification and transcript of studies, but will not be counted in the calculation of the GPA. If the handling fee concerned is outstanding by the payment deadline, the approval given will be declared void and they are required to attend classes of this subject and complete its assessment(s) accordingly. A reinstatement fee of HK\$400 will be charged if you wish to reinstate the approval for the withdrawn subject.

Assessment

The forms of assessment will depend on the nature of the subject. Schemes of assessment are set out in the individual subject syllabus. In assessing the thesis, the DALs Programme Committee places primary emphasis on four qualities:

- i. The relevance of the literature reviews as established by the ability to understand and synthesize relevant concepts and theories into a coherent theoretical framework;
- ii. The conceptualization and execution of methodology including appropriateness of the research approach, methods, and instruments;
- iii. The soundness of the data analysis, discussion of results and conclusions;
- iv. The clarity of presentation in terms of the format, structure, range and accuracy of lexical, grammatical and discourse-related features.

Academic Integrity

Students are required to submit their written assignments to 'Turnitin Assignment' via Blackboard (<https://learn.polyu.edu.hk/webapps/login/>) for plagiarism check. If plagiarism is detected, student assignment may be downgraded or receive a failed grade. More details on plagiarism can be found at Appendix 3 of the Student Handbook 2020-21.

¹ This fee may be adjusted by Academic Registry from time to time. Please check the Student Handbook at <http://www.polyu.edu.hk/ar/web/index.php> for update.

Grading

Assessment grades shall be awarded on a criterion-referenced basis. A student's overall performance in a subject shall be graded as follows from 2020/21 onwards. For the short description of subject grades and elaboration on subject grading descriptions for 2019/20 and before, please refer to the previous editions of this document:

<i>Subject Grade</i>	<i>Short Description</i>	<i>Elaboration on subject grading description</i>
A+ A A-	Excellent	Demonstrates excellent achievement of intended subject learning outcomes by being able to skillfully use concepts and solve complex problems. Shows evidence of innovative and critical thinking in unfamiliar situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.
B+ B B-	Good	Demonstrates good achievement of intended subject learning outcomes by being able to use appropriate concepts and solve problems. Shows the ability to analyse issues critically and make well-grounded judgements in familiar or standard situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.
C+ C C-	Satisfactory	Demonstrates satisfactory achievement of intended subject learning outcomes by being able to solve relatively simple problems. Shows some capacity for analysis and making judgements in a variety of familiar and standard situations, and is able to express the synthesis or application of ideas in a manner that is generally logical but fragmented.
D+ D	Pass	Demonstrates marginal achievement of intended subject learning outcomes by being able to solve relatively simple problems. Can make basic comparisons, connections and judgments and express the ideas learnt in the subject, though there are frequent breakdowns in logic and clarity.
F	Fail	Demonstrates inadequate achievement of intended subject learning outcomes through a lack of knowledge and/or understanding of the subject matter. Evidence of analysis is often irrelevant or incomplete.

'F' is a subject failure grade, whilst all others ('D' to 'A+') are subject passing grades. No credit will be earned if a subject is failed.

Notes:

- Marking rubrics aligned with these Grade Descriptors need not include all aspects of the grade descriptor.
- Marking rubrics aligned with these Grade Descriptors may include other aspects aligned with particular subject matter or field of study requirements but are not included in the grade descriptor.

Indicative descriptors for modifier grades

Main Grade (solid)	The student generally performed at this level, indicating mastery of the subject intended learning outcomes at this level.
+ (exemplary)	The student consistently performed at this level and exceeded the expectations of this level in some regards, but not enough to claim mastery at the next level.
- (marginal)	The student basically performed at this level, but the performance was inconsistent or fell slightly short in some regards.

Note: The above indicative descriptors for modifier grades are not applicable to the pass grades D and D+

A numeral grade point is assigned to each subject grade. The grade points assigned to subject grades attained by students from 2020/21 are as follows:

<i>Grade</i>	<i>Grade Point for grades attained from 2020/21</i>
A+	4.3
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0

The grade points assigned to subject grades attained by students before 2020/21 are as follows:

<i>Grade</i>	<i>Grade Point for grades attained before 2020/21</i>
A+	4.5
A	4.0
B+	3.5

B	3.0
C+	2.5
C	2.0
D+	1.5
D	1.0
F	0.0

At the end of each semester/term, a Grade Point Average (GPA) will be computed as follows, and based on the grade point of all the subjects:

$$GPA = \frac{\sum_{n} \text{Subject Grade Point} \times \text{Subject Credit Value}}{\sum_{n} \text{Subject Credit Value}}$$

where n = number of all subjects (inclusive of failed subjects) taken by the student up to and including the latest semester/term. For subjects which have been retaken, only the grade point obtained in the final attempt will be included in the GPA calculation.

In addition, the following subjects will be excluded from the GPA calculation:

- (i) Exempted subjects
- (ii) Ungraded subjects
- (iii) Incomplete subjects
- (iv) Subjects for which credit transfer has been approved, but without any grade assigned²
- (v) Subjects from which a student has been allowed to withdraw (i.e. those with the code ‘W’).

Subjects which have been given an “S” code, i.e. absent from all assessment components, will be included in the GPA calculation and will be counted as “zero” grade point. GPA is thus the unweighted cumulative average calculated for a student, for all relevant subjects taken from the start of the programme to a particular point of time. GPA is an indicator of overall performance, and ranges from 0.00 to 4.30 from 2020/21.

Subject Results

Subject Teachers, in respect of the subject they teach, have sole responsibilities for marking and grading students’ coursework and examinations scripts. Timely feedback of continuous assessment should be given to students as soon as possible (e.g. not later than a month), and in any case, before the final examination/assessment. In this regard, Subject Teachers will be accountable to the Head of the subject offering Department, to ensure that all forms of assessment, including the students’ coursework and examination scripts, are correctly marked and graded where appropriate, to avoid administrative errors at all times, and to submit the grades for finalisation by Subject Assessment Review Panel (SARP) according to the schedule of the Department. To ensure consistency and uniformity for a common subject taught by

² Subjects taken in PolyU or elsewhere and with grades assigned, and for which credit transfer has been approved, will be included in the GPA calculation.

different Subject Teachers, meetings can be arranged amongst them before the examination papers are set or before the marking is done.

SARP shall be formed by the Head of the Department offering the subjects. Subject grades shall be reviewed and finalised by SARP before being formally released to students and submitted to the Board of Examiners.

Absence from an Assessment Component

If a student is unable to complete all the assessment components of a subject, due to illness or other circumstances which are beyond his/her control and considered by the subject offering Department as legitimate, the Department will determine whether the student will have to complete a late assessment and, if so, by what means. This late assessment shall take place at the earliest opportunity, and normally before the commencement of the following academic year (except that for Summer Term, which may take place within 3 weeks after the finalisation of Summer Term results). If the late assessment cannot be completed before the commencement of the following academic year, the Faculty Board Chairman shall decide on an appropriate time for completion of the late assessment.

The student concerned is required to submit his/her application for late assessment in writing to the Head of Department offering the subject, within five working days from the date of the examination, together with any supporting documents. Approval of applications for late assessment and the means for such late assessments shall be given by the Head of Department offering the subject or the Subject Teacher concerned, in consultation with the Programme Leader.

Assessment to be completed

For cases where students fail marginally in one of the components within a subject, the BoE can defer making a decision until the students concerned have completed the necessary remedial work to the satisfaction of the subject examiner(s). The remedial work must not take the form of re-examination.

A student's particular circumstances may influence the procedures for assessment but not the standard of performance expected in assessment.

Retaking of Subjects

Students may only retake a subject which they have failed (i.e. Grade F or S or U). Retaking of subjects is with the condition that the maximum study load of 21 credits per semester is not exceeded. The number of retakes of a subject should be restricted to two, i.e. a maximum of three attempts for each subject is allowed.³

In cases where a student takes another subject to replace a failed elective subject, the fail grade

³ The retake count for students admitted in or before 2019/20 will be reset to "0" in 2020/21 when the revised regulations come into effect.

will be taken into account in the calculation of the GPA, despite the passing of the replacement subject.

Students need to submit a request to the Faculty Board for the second retake of a failed subject. Students who have failed a compulsory subject after two retakes and have been de-registered can submit an appeal to the Academic Appeals Committee (AAC) for a third chance of retaking the subject. In case AAC does not approve further retakes of a failed compulsory subject or the taking of an equivalent subject with special approval from the Faculty, the student concerned would be de-registered and the decision of the AAC shall be final within the University.

Different types of GPA's

GPA's will be calculated for each Semester including the Summer Term. This Semester GPA will be used to determine students' eligibility to progress to the next Semester alongside with the 'cumulative GPA'. However, the Semester GPA calculated for the Summer Term will not be used for this purpose, unless the Summer Term study is mandatory for all students of the programme concerned and constitutes part of the graduation requirements.

The GPA calculated after the second Semester of the students' study is therefore a 'cumulative' GPA of all the subjects taken so far by students, and without applying any level weighting.

Along with the 'cumulative' GPA, a weighted GPA will also be calculated, to give an indication to the Board of Examiners on the award classification which a student will likely get if he/she makes steady progress on his/her academic studies.

When a student has satisfied the requirements for award, an award GPA will be calculated to determine his/her award classification.

Progression/Academic Probation/Deregistration

The Board of Examiners (BoE) shall, at the end of each semester (except for Summer Term unless there are students who are eligible to graduate after completion of Summer Term subjects), determine whether each student is:

- (i) eligible for progression towards an award; or
- (ii) eligible for an award; or
- (iii) required to be de-registered from the programme.

When a student has a Grade Point Average (GPA) lower than 1.70, he/she will be put on academic probation in the following semester. If a student is able to pull his/her GPA up to 1.70 or above at the end of the semester, the status of "academic probation" will be lifted. The status of "academic probation" will be reflected in the examination result notification but not in the transcript of studies.

A student will have 'progressing' status unless he/she falls within any one of the following categories which shall be regarded as grounds for deregistration from the programme:

- (i) the student has exceeded the maximum period of registration (i.e. 8 years) of DALs (applicable to students admitted in or before 2019/20); or
- (ii) the student has reached the final year of the normal period of registration (i.e. 3 years for full-time programme and 5 years for part-time programme) of DALs, unless approval has been given for extension (applicable to students admitted in or after 2020/21); or
- (iii) the student has reached the maximum number of retakes allowed for a failed compulsory subject; or
- (iv) the student's GPA is lower than 1.70 for two consecutive semesters and his/her Semester GPA in the second semester is also lower than 1.70; or
- (v) the student's GPA is lower than 1.70 for three consecutive semesters.

When a student falls within any of the categories as stipulated above, except for category (ii) with approval for extension, the Board of Examiners shall de-register the student from the programme without exception.

A student may be deregistered from the programme enrolled before the time specified in (iv) and (v) above if his/her academic performance is poor to the extent that the Board of Examiners deems that his/her chance of attaining a GPA of 1.70 at the end of the programme is slim or impossible.

If the student is not satisfied with the de-registration decision of the Board of Examiners, he/she can lodge an appeal. All such appeal cases will be referred directly to Academic Appeals Committee (AAC) for final decision. Views of Faculties/Schools/Departments will be sought and made available to AAC for reference.

Zero Subject Enrolment

Students are not allowed to take zero subject in any semester, excluding the summer term, unless they have obtained prior approval from the programme offering Department; otherwise they will be classified as having unofficially withdrawn from their programme. Students who have been approved for zero subject enrolment (i.e., taking zero subject in a semester) are allowed to retain their student status and continue using campus facilities and library facilities. Any semester in which the students are allowed to take zero subject will nevertheless be counted towards the total period of registration (or maximum period of registration for students admitted in or before 2019/20). A fee of HK\$2,105/semester⁴ for the retention of study place will be charged.

Deferment of Study

Students may apply for deferment of study if they have a genuine need to do so such as illness

⁴ This fee may be adjusted by Academic Registry from time to time. Please check the Student Handbook at <http://www.polyu.edu.hk/ar/web/index.php> for update.

or posting to work outside Hong Kong. Approval from the Department offering the programme is required. The deferment period will not be counted towards the total period of registration (or maximum period of registration for students admitted in or before 2019/20).

Application for deferment of study from students who have not yet completed the first year of a full time programme will only be considered in exceptional circumstances. Where the period of deferment of study begins during a stage for which fees have been paid, no refund of such fees will be made. Students who have been approved for deferment are not entitled to enjoy any campus facilities during the deferment period.

Recording of disciplinary actions in students' records

With effect from Semester One of 2015/16, disciplinary actions against students' misconducts will be recorded in students' records.

Students who are found guilty of academic dishonesty will be subject to the penalty of having the subject result concerned disqualified and be given a failure grade with a remark denoting 'Disqualification of result due to academic dishonesty/non-compliance with examination regulations'. The remark will be shown in the students' record as well as the assessment result notification and transcript of studies, until their leaving the University.

Students who have committed disciplinary offences (covering both academic and non-academic related matters) will be put on 'disciplinary probation'. The status of 'disciplinary probation' will be shown in the students' record as well as the assessment result notification, transcript of studies and testimonial during the probation period, which is normally one year unless otherwise decided by the Student Discipline Committee.

Award

A student would be eligible for a Doctor of Applied Language Sciences award if he/she satisfies all the conditions listed below:

- i. Accumulation of 48 credits as defined in this document;
- ii. Satisfying all the compulsory, elective and thesis requirements as defined in this document; and
- iii. Achieving a GPA of 1.70 or above at the end of the programme.

The award classifications for Doctor of Applied Language Sciences are Distinction, Credit or Pass.

Students graduated with an exit award, MA in Applied Language Research Studies, are required to have completed the coursework (8 subjects, 24 credits) and FH6003 DALs Thesis I (9 credits). The exit award does not have award classification by University Regulation.

When a student has satisfied the requirements for award, an award GPA will be calculated to determine his/her award classification. The classification of the degree will be made taking into account the Award GPA.

The following are guidelines for Boards of Examiners' reference in determining award classifications:

<i>Award classification</i>	<i>Guidelines</i>
Distinction	The student's performance/attainment is outstanding, and identifies him/her as exceptionally able in the field covered by the programme in question.
Credit	The student has reached a standard of performance/ attainment which is more than satisfactory but less than outstanding.
Pass	The student has reached a standard of performance/attainment ranging from just adequate to satisfactory.

Students who have committed academic dishonesty or non-compliance with examination regulations will be subject to the penalty of the lowering of award classification by one level. The minimum of downgraded overall result will be kept at a Pass. In rare circumstances where both the student Discipline Committee and Board of Examiners of a Department consider that there are strong justifications showing the offence be less serious, the requirement for lowering the award classification can be waived.

The following are the award GPA ranges for determining award classifications:

<i>Award classification</i>	<i>Award GPA</i>
Distinction	3.60 – 4.30
Credit	3.00 – 3.59
Pass	1.70 – 2.99

7. Programme Operation and Management

Programme Committee

Faculty of Humanities will be responsible for the operation and management of the programme. A Programme Committee will be set up under the Chairman and appointed by Faculty Board. Specifically, members of the Programme Committee include:

Chairman and Vice Chairmen

Members: Programme Leader

Dean of the Faculty or his/her Nominee

Associate Dean responsible for Postgraduate Studies (FH)

Head of Department/Director of Centre concerned or their nominees

Focus Area Leaders

Representative from each contributing department/centre

Student Representatives (one local and one non-local student)

The Programme Committee exercises the overall academic and operational responsibility for the Programme and its development, within defined policies, procedures and regulations. It is specifically responsible for the following: The effective conduct, organisation and development of the Programme, including ensuring the appointment of staff as required by the Programme in consultation with the Head(s) of Department(s); ensuring that the Programme is staffed and resourced to agreed levels through recommendations to, and negotiations with Head(s) of Department(s); ensuring that the mechanics of operation, including Programme/stage/subject time-tabling, teaching rooms, access to specialist facilities, etc., is organised and effective; the coordination of teaching and other input; the nomination of proposed external examiner(s), where necessary and as required by the professional bodies, for the approval of the Faculty/School Board; and the implementation of policies for monitoring student progress, student counselling, placements, etc.

The Programme Committee is also responsible for stimulating the development of teaching methods and programme materials, through Head(s) of Department(s), subject leaders, and the Educational Development Centre, as appropriate; reviewing academic regulations, admissions policies and assessment/ examination methods; formal submissions to appropriate professional bodies.

The Programme Committee will undertake continuing critical review of the rationale, aims, intended learning outcomes (ILOs) and the alignment of teaching, learning and assessment with the ILOs, programme learning outcomes assessment and its results, and the improvement and development of the programme(s); define and maintain the academic standards of the Programme; ensure that the views of the students and other key stakeholders on the Programme are known and taken into account; and evaluate the operation, health and progress of the Programme as defined in the University's Programme Review procedures.

Programme Executive Group

A small Programme Executive Group, defined by and responsible to the Programme Committee, will normally manage the day-to-day operation of the programme within the agreed scheme. The Group will operate informally, be organised by the Programme Leader and typically include staff with key programme responsibilities.

Student/Staff Consultative Committee and Student Representatives

The Student/Staff Consultative Committee is a formal channel through which students' views on any aspects of the Programme can be obtained. The Committee consists of about equal numbers of staff and students. The Programme Leader will chair, and a student will act as secretary. While the main function of the Committee is to allow for constructive discussion of the Programme in general, of the demands of the Programme on students and of possible improvements, The Committee is to discuss any matters related to the Programme and to report or make recommendations, as felt necessary, to the Programme Committee.

The student members of the Student/Staff Consultative Committee are elected by students. Furthermore, the Student/Staff Consultative Committee is not the only, nor indeed the main channel for dealing with student concerns; such matters should be dealt with when they occur, through teachers, the supervisor, the Programme Leader, or the Head(s) of the Department(s), as appropriate.

Doctor of Applied Language Sciences – Subject List

Subject code	Subject Title	Pages
Foundation Subjects		
FH6000	Trends in Applied Language Sciences (<i>compulsory</i>)	B3-5
FH6002	Research Methods for Applied Language Sciences I (<i>compulsory</i>)	B6-9
FH6050	Linguistic Theories	B10-14
FH6054	Discourse Analysis and Corpus Linguistics	B15-19
FH6057	Advances in Sociolinguistics	B20-22
CBS6814	Guided-Study in Chinese Grammar	B23-26
Focus area: Language Education		
FH6056	Research Methods for Second Language Education	B27-30
FH6102	Psycholinguistics and Language Acquisition	B31-34
FH6103	Curriculum and Assessment	B35-37
Focus area: Intercultural and Professional Communication		
FH6001	Intercultural Communication	B38-41
FH6053	New Media	B42-45
FH6201	Glocalisation and Media Communication	B46-49
FH6202	Professional and Organisational Communication	B50-52
Focus area: Translating and Interpreting		
FH6301	Theories of Translation	B53-56
FH6302	Interpreting Studies	B57-59
Focus area: Speech Sciences, Language Processing, and Cognition		
FH6051	Computational Linguistics	B60-62
FH6401	Speech Processing	B63-65
CBS6441	Advanced Topics in Psycholinguistics and Neurolinguistics	B66-70
CBS6442	Advanced Topics in Research Methodology for Language Sciences	B71-74
CBS6833	Lexical Semantics and Ontology	B75-76
CBS6835	Corpus-based Linguistics Research	B77-79
<i>Broadening electives from a list of subjects at Level 5 in the existing MA programmes</i>		
DALS Thesis		
FH6003	DALS Thesis I	B80-82
FH6012	DALS Thesis II	B83-85
DALS Academic Support Programme (non-credit bearing)		
FH6900	Advanced Academic English Literacy: Presenting Effectively	B86-89
FH6901	Advanced Academic English Literacy: Reading and Writing	B90-92

Remarks: All subjects are 3 credits, except FH6003 (Thesis I) is 9 credits, FH6012 (Thesis II) is 15 credits, and the non-credit bearing academic support programmes FH6900 and FH6901.

DALS CURRICULUM MAP: ILOs & Corresponding Subjects

Subject Nature	Foundation Subjects					Focus area: Language Education		Focus area: Intercultural and Professional Communication		Focus area: Translating and Interpreting		Focus area: Speech Sciences, Language Processing, and Cognition					DALs Thesis		DALs Academic Support Programme	
Subject Code	FH6000 FH6002 FH6050 FH6054 FH6057 CBS6814					FH6056 FH6102 FH6103		FH6001 FH6053 FH6201 FH6202		FH6301 FH6302		FH6051 FH6401 CBS6441 CBS6442 CBS6833 CBS6835					FH6003 FH6012 FH6900		FH6901	
Institutional Learning Outcomes																				
1. Professional competence of a specialist/leader of a discipline/profession	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	
2. Strategic thinking	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	
3. Lifelong learning capability	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
Programme Learning Outcomes																				
4. Demonstrate an advanced understanding of current theories underpinning the study of language	√		√	√	√	√	√				√		√	√		√	√	√	√	
5. Develop a sophisticated understanding of issues in intercultural communication and relate the understanding to their professional practice and chosen area of study	√				√			√	√	√	√	√		√		√				
6. Develop teamwork and leadership skills for future career development				√			√	√	√		√					√		√		
7. Critically evaluate the literature and current trends in their chosen area of study such as second language education, intercultural and professional communication, translating and interpreting, or language and information technology	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	
8. Adopt appropriate research design and method(s) to obtain and analyze primary data from language and profession-related areas	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√		
9. Use appropriate information technology tools for evidence-based investigation of aspects of language and professional communication	√			√	√	√	√		√	√			√	√		√			√	
10. Express complex ideas clearly, accurately and in compliance with the conventions governing academic and professional genres	√	√	√	√	√	√	√	√	√	√	√	√		√		√	√	√	√	

Subject Code	FH6000
Subject Title	Trends in Applied Language Sciences
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	This subject aims to introduce briefly the major areas of applied language sciences and the recent advances, the challenges and opportunities faced by researchers of applied language sciences. It will familiarize the students with the perspectives, the methodologies as well as the social contexts for the development of the major areas in applied language sciences so as to stimulate and prepare the students for further exploration or research in one of the major areas.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) Articulate the different themes in applied language sciences; (b) Analyse the relationship between recent developments in applied language sciences and changes in the society; (c) Examine how new technology and data sources have contributed to the advancement in applied language sciences; (d) Design an application or research proposal which integrates knowledge and/or methods from at least two language-related disciplines; (e) Analyse problems with independent learning and critical thinking skills; (f) Collaborate with others for teamwork.
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Profound changes in our society in recent years <ul style="list-style-type: none"> - Development of WWW - Wide use of multi-media - Cultural diversity in the society - Use of artificial intelligence in daily life - Advancement in the research of neurosciences and brain technology • New problems for language sciences <ul style="list-style-type: none"> - How does language develop in the new digital era ? - How do people communicate in a multi-cultural context?

	<ul style="list-style-type: none"> - How can we make language teaching and learning more efficient? - How can we facilitate human translation and interpreting? - Can we build computer software to imitate the human ability to understand and produce speech? • New language data <ul style="list-style-type: none"> - Large-scale corpora (spoken or written) - Data from social media • New methodology/tools <ul style="list-style-type: none"> - Computer-mediated language learning and teaching - Corpus analyses - Computational models - Psycholinguistic and neurolinguistic methods - Sociolinguistic and semiotic approaches • Conclusion <ul style="list-style-type: none"> - Towards interdisciplinary advances and endeavours in approaching issues of applied language sciences 							
Teaching/Learning Methodology	The subject will be divided into lectures and tutorials. While the lectures will cover the major themes in the broadest form including concepts, facts and arguments, the tutorials will be conducted, where relevant, in the form of guided group discussion so as to cultivate critical thinking skills by the individual students and stimulate peer learning among students.							
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	Review paper	50%	✓	✓	✓		✓	
	Research Proposal	50%	✓	✓	✓	✓	✓	✓
	Total	100 %						
Student Study Effort Required	Class contact:						Student Study Effort Required	
	▪ Lecture						26 Hrs.	
	▪ Tutorial/Lab						13 Hrs.	
	Other student study effort:							

	▪ Readings & discussion	30 Hrs.
	▪ Assignments	60 Hrs
	Total student study effort	129Hrs.
Reading List and References	<p>Danet, B. & Herring, S. C. (ed.) 2007. <i>The Multilingual Internet: Language, Culture, and Communication Online</i>. Oxford University Press.</p> <p>Fairclough, N. 2006. <i>Language and Globalization</i>. Routledge.</p> <p>----- 1992. <i>Discourse & Social Change</i>. Cambridge: Polity Press.</p> <p>Johnstone, B. 2002. <i>Discourse Analysis</i>. Blackwell Publishers.</p> <p>Jurafsky, D. and Martin, J. H. 2008. <i>Speech and Language Processing</i> (2nd edition), Prentice Hall.</p> <p>Law, N., Pelgrum, W.J. & Plomp, T.J. 2008. <i>Pedagogy and ICT Use in Schools around the World</i>. Hong Kong: Springer.</p> <p>Levy, M., Blin, F., Siskin, C.B. & Takeuchi, O. (Eds.) 2011. <i>WorldCALL: International perspectives on Computer-Assisted Language Learning</i>. New York: Routledge.</p> <p>Manning, C. D. and Schütze, H. 1999. <i>Foundations of Statistical Natural Language Processing</i>. MIT Press.</p> <p>Moder, C. L. & Martinovic-Zic, A. 2004. <i>Discourse across Languages and Cultures</i>. John Benjamins Publishing Company.</p> <p>Schnelle, H. 2010. <i>Language in the brain</i>. Cambridge University Press.</p> <p>Taylor, P. 2009. <i>Text-to-Speech Synthesis</i>. Cambridge University Press.</p> <p>Toury, G. 1995. <i>Descriptive Translation Studies and Beyond</i>. Amsterdam & Philadelphia: John Benjamins.</p> <p>Suggested papers from prestigious journals such as: <i>Functions of Language</i> <i>Journal of Computer-Mediated Communication</i> <i>Language Learning</i> <i>Text & Talk</i> <i>Translation Review</i></p>	

Subject Code	FH6002
Subject Title	Research Methods for Applied Language Sciences I
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	This subject aims to provide an overview of the key methods used for researching applied language sciences and engage you in discussing and writing about them so that you can identify, describe and evaluate the relevance of various research methods in relation to any particular piece of research. This knowledge will help you understand and evaluate the published research you read about as you study applied language sciences and will also help you with the preliminary planning for your doctoral dissertation.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> demonstrate a sound awareness of the nature of and approaches to applied language research understand fundamental concepts and new developments in applied language research write effective literature review formulate appropriate research questions and design study based on the research questions competently evaluate and critique published research in applied language sciences understand general requirement of a doctoral dissertation
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> Introduction to research <ol style="list-style-type: none"> What is research? Fundamental concepts Identifying research issues Developing research questions Research design <ol style="list-style-type: none"> Reading literature and writing up a literature review Selecting research design: Qualitative, Quantitative, or Mixed Methods? Introduction to commonly used methods: survey research, experimental research, ethnography, case study, corpus research, text- and conversation-based research. Data collection and research ethics <ol style="list-style-type: none"> Common methods for data collection Including an ethical dimension in the data collection process Issues to consider in designing and conducting data collection

	<div><div><div>4. Data analysis</div><div><div>a. Essential statistics: concepts and purposes</div><div>b. Analysis and reporting of quantitative data</div><div>c. Analysis and reporting of qualitative data</div></div></div><div><div>5. Evaluating research</div><div><div>a. What makes good research: essential qualities</div><div>b. Critiquing published research papers</div></div></div></div>																																														
Teaching/ Learning Methodology	Theory and practice will be fully integrated throughout the course. Teaching and learning will take place in interactive seminars involving teacher input interspersed with short discussion tasks, hands-on data analysis activities, and group work. The delivery of the concepts and methods of research will involve review and critique of significant research work in the field as well as case studies of language studies that have adopted a variety of research methods and designs.																																														
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weight ing</th><th colspan="6">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th><th>f</th></tr><tr><td>1. In-class quiz</td><td>15%</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td></td></tr><tr><td>2. Quantitative research proposal</td><td>45%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Qualitative research proposal</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>All assessments are designed to provide students with tasks that require the evaluation, synthesis and application of key concepts, approaches and techniques to designing and analysing studies in applied language research. Students are assessed in terms of both subject knowledge and research skills through a combination of a short in-class quiz and two research proposals (3,000 words each) that address, from a qualitative and a quantitative research perspective, a research topic that an individual student plans to work on in his/her doctoral dissertation. When merged, these two proposals are expected to prepare students for an empirical study with a mixed-methods design.</p>	Specific assessment methods/tasks	% weight ing	Intended subject learning outcomes to be assessed						a	b	c	d	e	f	1. In-class quiz	15%	✓	✓		✓	✓		2. Quantitative research proposal	45%	✓	✓	✓	✓	✓	✓	3. Qualitative research proposal	40%	✓	✓	✓	✓	✓	✓	Total	100 %						
Specific assessment methods/tasks	% weight ing			Intended subject learning outcomes to be assessed																																											
		a	b	c	d	e	f																																								
1. In-class quiz	15%	✓	✓		✓	✓																																									
2. Quantitative research proposal	45%	✓	✓	✓	✓	✓	✓																																								
3. Qualitative research proposal	40%	✓	✓	✓	✓	✓	✓																																								
Total	100 %																																														

Student Study Effort Expected	Class contact:	
	• Lectures	26 hrs
	• Seminars	13 hrs
	Other student study effort:	
	• Private study	52 hrs
	• Take-home assignments	26 hrs
	Total student study effort	117 hrs
Reading List and References	<p>Berg, B. L., & Lune, H. (2012). <i>Qualitative research methods for the social sciences</i> (8th ed.). Boston, MA: Pearson.</p> <p>Brown, J. D. (2001). <i>Using surveys in language programs</i>. Cambridge, UK: Cambridge University Press.</p> <p>Brown, J. D., & Rodgers, T. S. (2002). <i>Doing second language research</i>. Oxford, UK: Oxford University Press.</p> <p>Burns, A. (2010). <i>Doing action research in English language teaching: A guide for practitioners</i>. New York, NY: Routledge.</p> <p>Cohen, L., Manion, L., & Morrison, K. (2018). <i>Research methods in education</i> (8th ed.). New York, NY: Routledge.</p> <p>Creswell, J. W. (2010). <i>Qualitative inquiry and research design: Choosing among five approaches</i> (2nd ed.). Thousand Oaks, CA: SAGE.</p> <p>Creswell, J. W., & Creswell, J. D. (2018). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (5th ed.). Thousand Oaks, CA: SAGE.</p> <p>Dörnyei, Z. (2007). <i>Research methods in applied linguistics</i>. Oxford, UK: Oxford University Press.</p> <p>Dörnyei, Z. (2010). <i>Questionnaires in second language research: Construction, administration and processing</i> (2nd ed.). New York, NY: Routledge.</p> <p>Duff, P. A. (2008). <i>Case study research in applied linguistics</i>. New York, NY: Routledge.</p> <p>Ellis, R., & Barkhuizen, G. (2005). <i>Analysing learner language</i>. Oxford, UK: Oxford University Press.</p> <p>Huck, S. W. (2008). <i>Reading statistics and research</i> (5th ed.). Boston, MA: Pearson Education.</p> <p>Larson-Hall, J. (2010). <i>A guide to doing statistics in second language research using SPSS</i>. New York, NY: Routledge.</p> <p>Mackey, A., & Gass, S. (2016). <i>Second language research: Methodology and design</i> (2nd ed.). New York, NY: Routledge.</p> <p>Mackey, A., & Gass, S. M. (Eds.). (2012). <i>Research methods in second language acquisition: A practical guide</i>. Malden, MA: Wiley-Blackwell.</p> <p>Miles, M., Huberman, M., & Saldana, J. (2014). <i>Qualitative data analysis: A methods sourcebook</i> (3rd ed.). Thousand Oaks, CA: SAGE.</p> <p>Ortega, L., Cumming, A., & Ellis, N. C. (Eds.). (2013). <i>Agendas for language learning research</i>. Malden, MA: Wiley-Blackwell.</p>	

	<p>Paltridge, B., & Phakiti, A. (Eds.). (2010). <i>Continuum companion to research methods in applied linguistics</i>. London, UK: Continuum.</p> <p>Paltridge, B., & Phakiti, A. (Eds.). (2015). <i>Research methods in applied linguistics: A practical resource</i>. London, UK: Bloomsbury.</p> <p>Podesva, R. J., & Sharma, D. (Eds.). (2013). <i>Research methods in linguistics</i>. Cambridge, UK: Cambridge University Press.</p> <p>Saldaña, J. (2016). <i>The coding manual for qualitative researchers</i> (3rd ed.). Thousand Oaks, CA: SAGE.</p> <p>Sarantakos, S. (2013). <i>Social research</i> (4th ed.). Basingstoke, UK: Palgrave Macmillan.</p>
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Subject Code	FH6050
Subject Title	Linguistic Theories
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	This subject aims at acquainting students with theories of language and linguistic studies at a sophisticated level. It tries to cater to the overall needs of students from all the four strands, but will also disseminate strand-specific knowledge through assigned readings.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a) demonstrate an advanced knowledge of past and current theories related to the study of language; b) Analyze and evaluate specific theoretical claims with a scientific and objective attitude; c) Perceive the social, sociological, geographic and academic reasons that have motivated and shaped the development of linguistic theories over the past one hundred years. d) Relate theories of linguistics with the mainstream theories of communication and language use
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Linguistic theories as resources (1 week) 2. Linguistic theories: theoreticians & traditions (5 weeks) 3. Domains of linguistic theories (5 weeks) 4. Linguistic theories selected by participants (2 weeks)
Teaching/Learning Methodology	Students will be required to approach theories through both lectures and selected readings. They will be required to be actively engaged in presentations and discussions so as to grasp the spirit of particular linguistic claims. Emphasis will be laid on nurturing an impartial attitude towards theories.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	1. Presentation	25%	√	√	√	√
	2. Participation and discussion	5%	√	√	√	√
	3. One extended essay presenting & critiquing theories and theoretical claims	70%	√	√	√	√
	Total	100 %				
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The presentation, with follow-up comments by fellow students, will give students first stage exposure to the right way of understanding and evaluating theoretical claims. This is designed to feed into the work on the long essay, so that they can compose it with a more in-depth content and in the right format and language.</p> <p>The extended essay is intended to be linked to students' dissertation topics, helping students develop their ideas and present them in academic writing.</p>						
Student Study Effort Expected	Class contact:					
	▪ Seminars					39Hrs.
	Other student study effort:					
	▪ Readings					38Hrs.
	▪ Writing					38Hrs.
	Total student study effort					115Hrs.
Reading List and References	<p>Overviews:</p> <p>Aronoff, Mark. and J. Rees-Miller (eds.) (2003). <i>The Handbook of Linguistics</i>. Wiley-Blackwell.</p> <p>Heine, Bernd. and Heiko Narrog (eds.) (2010) <i>The Oxford Handbook of</i></p>					

	<p><i>Linguistic Analysis</i>. Oxford University Press.</p> <p>History of linguistics theories:</p> <p>Allan, Keith (ed.). 2013. <i>The Oxford Handbook of the History of Linguistics</i>. Oxford: Oxford University Press.</p> <p>Harris, Roy. and Talbot Taylor (eds.) (1997). <i>Landmarks In Linguistic Thought</i> Volume I: The Western Tradition From Socrates To Saussure (History of Linguistic Thought), Routledge. [on Frege, Saussure]</p> <p>Hymes, Dell & John Fought. 1981. <i>American Structuralism</i>. The Hague: Mouton.</p> <p>Joseph, John, Nigel Love & Talbot Taylor (eds.). (2001). <i>Landmarks in Linguistic Thought</i> Volume II: The Western Tradition in the Twentieth Century (History of Linguistic Thought) Routledge [on Chomsky, Austin, Goffman, et al.]</p> <p>Robins, R.H. 1967. <i>A short history of linguistics</i>. London: Longman.</p> <p>Sampson, Geoffrey. (1980). <i>Schools of Linguistics</i>. Stanford University Press.</p> <p>Seuren, Peter. (1998). <i>Western Linguistics: an Historical Introduction</i>. Wiley-Blackwell. [Part II very good on logical semantics]</p> <p>Cognitive linguistics:</p> <p>Butler, Christopher S. & Francisco González-García. 2014. <i>Exploring functional-cognitive space</i>. Amsterdam & Philadelphia: John Benjamins.</p> <p>Croft, William & D. Alan Cruse. 2004. <i>Cognitive linguistics</i>. Cambridge: Cambridge University Press.</p> <p>Geeraerts, Dirk & Hubert Cuyckens (eds.). 2007. <i>The Oxford Handbook of Cognitive Linguistics</i>. Oxford: Oxford University Press.</p> <p>Lakoff, George. 1987. <i>Women, fire and dangerous things: what categories reveal about the mind</i>. Chicago: Chicago University Press.</p> <p>Langacker, Ronald W. 2009. <i>Investigations in cognitive grammar</i>. Berlin: Mouton de Gruyter.</p> <p>Langacker, Ronald W. 2013. <i>Essentials of cognitive grammar</i>. Oxford: Oxford University Press.</p> <p>Systemic Functional Linguistics:</p> <p>Bartlett, Tom & Gerard O'Grady (eds.). 2017. <i>The Routledge handbook of systemic functional linguistics</i>. Milton Park: Routledge.</p> <p>Halliday, M.A.K. & Christian M.I.M. Matthiessen. 2006. <i>Construing</i></p>
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	<p><i>experience through meaning: a language-based approach to cognition</i>. London & New York: Continuum.</p> <p>Halliday, M.A.K. & Christian M.I.M. Matthiessen. 2014. <i>Halliday's introduction to functional grammar</i>. Fourth Edition. London: Routledge.</p> <p>Halliday, M.A.K. & Jonathan Webster (eds.). 2009. <i>Continuum companion to systemic functional linguistics</i>. London & New York: Continuum.</p> <p>Hasan, Ruqaiya, Christian M.I.M. Matthiessen & Jonathan Webster (eds.), <i>Continuing Discourse on Language: A Functional Perspective</i>, Volume 1 (2005) and Volume 2 (2007). London: Equinox Publishing.</p> <p>Matthiessen, Christian M.I.M., Kazuhiro Teruya & Marvin Lam. 2010. <i>Key terms in systemic functional linguistics</i>. London & New York: Continuum.</p> <p>Thompson, Geoff, Wendy L. Bowcher, Lise Fontaine & David Schöntal (eds.). 2019. <i>The Cambridge Handbook of Systemic Functional Linguistics</i>. Cambridge: Cambridge University Press.</p> <p>Generative linguistics:</p> <p>Chomsky, Noam & James McGilvray (2012) <i>The Science of Language, Interviews with James McGilvray</i>. Cambridge University Press.</p> <p>Cook Vivian J. and Mark Newson (2007). <i>Chomsky's Universal Grammar: An Introduction</i>. Wiley-Blackwell. 3rd edition.</p> <p>Ludlow, Peter. (2011). <i>The Philosophy of Generative Linguistics</i>. Oxford University Press.</p> <p>Lyons, John. (1968). <i>Introduction to Theoretical Linguistics</i>. Cambridge University Press.</p> <p>Newmeyer, Frederick. (1986). <i>Linguistic Theory in America: First Quarter Century of Transformational Generative Grammar</i>. Emerald. 2nd edition.</p> <p>Newmeyer, Frederick. (1988). <i>The Politics of Linguistics</i>. University of Chicago Press.</p> <p>Newmeyer, Frederick. (1997). <i>Generative Linguistics: An Historical Perspective</i>. Routledge. New Edition.</p> <p>Pinker, Steven. (2007). <i>The Language Instinct</i>. Harper. 3rd edition.</p> <p>Seuren, Pieter A. M. (2004). <i>Chomsky's Minimalism</i>. Oxford University Press.</p> <p>Smith, Neil. (2004). <i>Chomsky: Ideas and Ideals</i>. Cambridge University Press. 2nd edition.</p>
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	<p>Pragmatics:</p> <p>Allan, Keith. and Kasia M. Jaszczolt (eds.) (2012). <i>The Cambridge Handbook of Pragmatics</i>. Cambridge University Press.</p> <p>Chapman, Siobhan. (2000) <i>Philosophy for Linguists: An Introduction</i>. Routledge. [complements Seuren]</p> <p>Chapman, Siobhan. (2005) <i>Paul Grice: Philosopher and Linguist</i>. Palgrave MacMillan.</p> <p>Chapman, Siobhan. (2008) <i>Language and Empiricism - After the Vienna Circle</i>. Palgrave MacMillan. [good on ordinary language philosophy]</p> <p>Cosenza, Giovanna. (ed.) (2001). <i>Paul Grice's Heritage</i>. Brepols.</p> <p>Franken, Dirk, Attila Karakus & Jan G. Michel (eds.) (2012). <i>John R. Searle: Thinking About the Real World</i>. Ontos Verlag.</p> <p>Gustafsson, Martin. and Richard Sørli (eds.) (2012) <i>The Philosophy of J. L. Austin</i>. Oxford University Press.</p> <p>Levinson, Stephen C. 1983. <i>Pragmatics</i>. Cambridge: Cambridge University Press.</p> <p>Petrus, Klaus. (ed.) (2010). <i>Meaning and Analysis: New Essays on Grice</i>. Palgrave Macmillan.</p> <p>Semantics, formal (model theoretic; logic):</p> <p>Bach, Emmon W. 1989. <i>Informal lectures on formal semantics</i>. Albany, NY: State University of New York Press.</p> <p>Feferman, Anita Burdman & Solomon Feferman (2008) <i>Alfred Tarski: Life and Logic</i>. Cambridge University Press.</p> <p>Partee, Barbara H. 2005. Reflections of a formal semanticist as of Feb 2005.</p> <p>Paul Portner & Barbara H. Partee (eds.). 2002. <i>Formal semantics: the essential readings</i>. Oxford: Blackwell.</p> <p>Natural language philosophy:</p> <p>[See also under Pragmatics, Formal Semantics]</p> <p>Lepore, Ernest & Barry C. Smith (eds.). 2006. <i>The Oxford handbook of philosophy of language</i>. Oxford: Oxford University Press.</p> <p>Morris, Michael. 2007. <i>An introduction to the philosophy of language</i>. Cambridge: Cambridge University Press.</p>
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Subject Code	FH6054
Subject Title	Discourse Analysis and Corpus Linguistics
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<p>This subject looks at how detailed analyses of discourses, including multi-modal discourses, can enhance our critical understanding of how discourses are organised, the extent to which speakers and writers operate within the conventions of genres and registers, and how meanings are expressed to convey a particular world view.</p> <p>The subject also explores corpus linguistics. Students learn why and how corpora are compiled, how to use computational tools to interrogate corpora, and how to interpret corpus findings. Particular emphasis is placed on the contribution corpus linguistics makes to our critical understanding of meaning creation.</p> <p>Finally, the subject examines the ways in which the fields of (critical) discourse analysis, (critical) genre analysis can be combined with corpus linguistics in data-driven studies of language use.</p> <p>Students are expected to be able to:</p> <ol style="list-style-type: none"> 1. understand the theories and frameworks required to conduct (critical) discourse analysis and (critical) genre analysis; 2. understand how to compile and interrogate corpora; 3. understand how to interpret corpus findings and discuss their contribution to meaning creation; and 4. understand how to combine corpus linguistics and discourse analysis in the study of language use in professional contexts.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a) Critically analyse a range of genres and registers using a variety of theories and analytical frameworks in terms of their organisational structure. b) Make use of critical discourse analysis, and other relevant theories and frameworks, to examine the ideologies expressed by speakers and writers.

	<p>c) Understand and apply best practice in the compilation of corpora.</p> <p>d) Critically utilise corpus linguistics software to interrogate corpora.</p> <p>e) Through the critical analysis of patterns of co-selection in corpora, arrive at a fuller understanding of how meanings are created by speakers and writers.</p> <p>f) Usefully combine the fields of discourse analysis and corpus linguistics to enhance their critical understanding of language use in their personal and professional contexts.</p>																														
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none">• Discourse analysis• Principles and practice of corpus linguistics• Corpus design, compilation and annotation• Corpus analysis tools and software• The interfaces between corpus linguistics and other linguistic disciplines																														
Teaching/Learning Methodology	Examples, concepts, theories, and analytical tools are explained in the lectures, illustrated by recent research findings and case studies. Interactive activities based on examples are provided throughout to enable students to develop keen insights into the theories and frameworks used in discourse analysis and corpus linguistics. Students are encouraged to share discourses form their own professional contexts and to critically analyse them with their fellow students. Opportunities will be given for students to work together to encourage the development of teamwork skills, and to lead discussions to foster leadership skills.																														
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">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></tr><tr><td>1. Discourse analysis paper. An analysis of discourse(s) samples provided (1,500 words)</td><td>25%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr><tr><td>2. Short tasks for practising the corpus linguistics research and software skills</td><td>40%</td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td></tr></table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Discourse analysis paper. An analysis of discourse(s) samples provided (1,500 words)	25%	✓	✓	✓				2. Short tasks for practising the corpus linguistics research and software skills	40%			✓	✓	✓	
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																											
		a	b	c	d	e	f																								
1. Discourse analysis paper. An analysis of discourse(s) samples provided (1,500 words)	25%	✓	✓	✓																											
2. Short tasks for practising the corpus linguistics research and software skills	40%			✓	✓	✓																									

	3. Corpus linguistics mini-project. Conduct a project and present the findings (orally and) in a written report (2,000 words)	35%	✓	✓	✓	✓	✓	✓
	Total	100 %						
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The two assignments cover all of the intended learning outcomes. The emphasis throughout is to enable students to acquire the critical analytical skills required to be discourse analysts and corpus linguists.							
Student Study Effort Expected	Class contact:							
	▪ Interactive lectures - 13 weeks x 3hrs						39 Hrs.	
	Other student study effort:							
	▪ Assignments plus reading						126 Hrs.	
	Total student study effort						165 Hrs.	
Reading List and References	Baker, P., & Egbert, J. (Eds.). (2016). <i>Triangulating methodological approaches in corpus linguistic research</i> . London: Routledge. Biber, D. and Reppen, R. (eds.) (2011). <i>Corpus linguistics</i> . London: Sage. Biber, D., Connor, U., Upton, T. A., Molly, A. and Gladkov, K. (2007). Rhetorical appeals in fundraising. In D. Biber, Ulla, C. and Upton, T.A. (Eds.), <i>Discourse on the Move: Using Corpus Analysis to Describe Discourse Structure</i> (pp. 121-151). Amsterdam: John Benjamins. Bondi, M. and Scott, M. (eds.) (2010). <i>Keyness in Text</i> . Amsterdam: John Benjamins. Caldas-Coulthard, C. R. and Coulthard M. (eds). (1996). <i>Readings in critical discourse analysis</i> . London: Routledge. Chen, M., & Flowerdew, J. (2019). Discriminatory discursive strategies in online comments on YouTube videos on the Hong Kong Umbrella Movement by Mainland and Hong Kong Chinese. <i>Discourse & Society</i> , 30(6), 549-572. Cheng, W. (2006). Describing the extended meanings of lexical cohesion in a corpus of SARS spoken discourse. <i>International Journal of Corpus Linguistics</i> , 11(3), 325-344.							

	<p>Cheng, W., Greaves, C., Sinclair, J. McH. and Warren M. (2009). Uncovering the extent of the phraseological tendency: towards a systematic analysis of concgrams. <i>Applied Linguistics</i>, 30(2), 236-252.</p> <p>Fairclough, N. (1989) <i>Language and power</i>. London: Longman.</p> <p>Fairclough, N. (2003). <i>Analysing discourse: Textual analysis for social research</i>. London: Routledge.</p> <p>Flowerdew, J., & Richardson, J. E. (Eds.). (2017). <i>The Routledge handbook of critical discourse studies</i>. Abingdon, Oxon: Routledge.</p> <p>Flowerdew, J., Li, D. C. S., & Tran, S. (2002). Discriminatory news discourse: some Hong Kong data. <i>Discourse and Society</i>, 13(3), 319-345.</p> <p>Friginal, E. (2018). <i>Corpus linguistics for English teachers: Tools, online resources, and classroom activities</i>. Routledge.</p> <p>Gries, S. Th. (2009). <i>Quantitative corpus linguistics with R: A Practical Introduction</i>. London: Routledge.</p> <p>Hoey, M. (2006) <i>Lexical Priming: A new theory of words and language</i>. London: Routledge.</p> <p>Hunston, S. (2002). <i>Corpora in applied linguistics</i>. Cambridge: Cambridge University Press.</p> <p>Hyland, K. and Paltridge, B. (eds.) (2011). <i>Continuum Companion to Discourse Analysis</i>. London: Continuum.</p> <p>Jeffries, L. (2010). <i>Critical stylistics: The power of English</i>. Basingstoke: Palgrave Macmillan.</p> <p>Jockers, M. L. (2014). <i>Text analysis with R for students of literature</i>. Cham: Springer.</p> <p>Lindquist, H. (2009). <i>Corpus linguistics and the description of English</i>. Edinburgh: Edinburgh University Press.</p> <p>Lu, X. (2014). <i>Computational methods for corpus annotation and analysis</i>. New York: Springer.</p> <p>McEnery, T., & Hardie, A. (2012). <i>Corpus linguistics: Method, theory and practice</i>. Cambridge: Cambridge University Press.</p> <p>McEnery, T., Xiao, R., & Tono, Y. (2006). <i>Corpus-based language studies: An advanced resource book</i>. London: Routledge.</p> <p>O’Keeffe, A. and M. McCarthy, M. (eds.) (2010) <i>The Routledge Handbook of Corpus Linguistics</i>. London: Routledge.</p> <p>O’Keeffe, Anne, McCarthy, Michael, and Carter, Ronald. (2007). <i>From corpus to classroom. Language use and language teaching</i>. Cambridge: Cambridge University Press.</p> <p>Sinclair, J. McH. (1991). <i>Corpus, concordance and collocation</i>. Oxford: Oxford University Press.</p> <p>Sinclair, J. McH. (2004). <i>Trust the Text: Language, corpus and discourse</i>. London: Routledge.</p> <p>Tognini-Bonelli, E. (2001). <i>Corpus linguistics at work</i>. Amsterdam: John Benjamins.</p> <p>Wynne, M. (Ed.). (2005). <i>Developing linguistic corpora: a guide to good practice</i>. Oxford: Oxbow Books.</p>
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	<p>Yu, Y. (2019). Media representations of 'leftover women' in China: A corpus-assisted critical discourse analysis. <i>Gender & Language</i>, 13(3), 369-95.</p>
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Subject Code	FH6057
Subject Title	Advances in Sociolinguistics
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	This subject provides students with an informed understanding of the recent advances, major challenges and opportunities faced by sociolinguists. It seeks to familiarize the students with the perspectives and methodologies of conducting sociolinguistic research in multilingual and pluralistic societies. Students will gain illuminating insights into the complex relationship between language and society together with the skills needed to investigate sociolinguistic issues and phenomena in their personal and professional lives.
Intended Learning Outcomes (Note 1)	Upon completion of this subject, students will be able to: a) analyze and evaluate sociolinguistic theories and the findings of empirical investigations; b) synthesize and apply theories and research methods to describe and explain sociolinguistic phenomena/data; c) appraise critically language-related issues from daily to institutional communication in a rapidly globalizing and digitalizing world. d) demonstrate a critical awareness of the forces shaping language choice and use in multilingual and multicultural contexts.
Subject Synopsis/ Indicative Syllabus (Note 2)	<ol style="list-style-type: none"> 1. Language and social identity 2. Individual and societal multilingualism 3. Linguistic varieties and language change 4. Ideology, power, and language use 5. Politeness and face theories 6. Language in Business 7. Language in Education 8. Language in Law 9. Language in the Media 10. Language in Politics
Teaching/Learning Methodology (Note 3)	Theory and practice will be fully integrated throughout the subject. Teaching and learning will take place in interactive seminars involving teacher input interspersed with short discussion tasks, written exercises, and student-centred seminars focusing on the discussion of weekly readings and group presentations. Students

	will also be expected to work individually and collaboratively outside class in preparation for seminars and assignments.						
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	
	1. Participation & Discussion	10%	√	√	√	√	
	2. Presentation	30%	√	√	√	√	
	3. Review or Project Paper	60%	√	√	√	√	
	Total	100 %					
	<i>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</i> Participation, Discussion, Presentation and Term Paper provide a good opportunity for the students to consolidate the mastery of the subject’s general matter and facilitate the achievement of the subject’s overall learning outcomes. With teachers’ detailed feedback to their presentations (30%), the students are expected to complete quality term papers (60%) at the end of the semester.						
Student Study Effort Required	Class contact:						
	▪ Lectures					26Hrs.	
	▪ Tutorials					13Hrs.	
	Other student study effort:						
	▪ Readings & Discussion					40Hrs.	
	▪ Writing & problem-solving tasks					40Hrs.	
	Total student study effort					119Hrs.	
Reading List and References	Bayley, R. Cameron, R. & Lucas, C. (2013). <i>The Oxford handbook of sociolinguistics</i> . Oxford University Press.						
	Chen, X. (2017) (eds.), <i>Politeness Phenomena across Chinese Genres</i> . Equinox.						
	Coupland, N. (2010). <i>The handbook of language and globalization</i> . Malden, MA: Wiley-Blackwell.						

	<p>Crystal, D. (2006). <i>Language and the Internet</i>. Cambridge: Cambridge University Press.</p> <p>Eckert, P. & S. McConnell-Ginet. (2003). <i>Language and gender</i>. Cambridge: Cambridge University Press.</p> <p>Fairclough, N. (2001) <i>Language and power</i>. Harlow: Longman.</p> <p>Ferguson, G. (2006). <i>Language planning and education</i>. Edinburgh: Edinburgh University Press.</p> <p>Joseph, J. (2006). <i>Language and politics</i>. Edinburgh: Edinburgh University Press.</p> <p>Koester, A. (2010). <i>Workplace discourse</i>. London: Continuum.</p> <p>Li, D. C. S. (2017). <i>Multilingual Hong Kong: Languages, literacies and identities</i>. Spring.</p> <p>Ramallo, R. (2009). <i>New approaches to discourse and business communication</i>. Basingstoke: Palgrave Macmillan.</p> <p>Thurlow, C. & Mroczek, K. (ed.) (2011). <i>Digital Discourse: Language in the New Media</i>. Oxford University Press.</p> <p>Wodak, R., Johnstone, B. & Kerswill, P. (eds.) (2011). <i>The SAGE handbook of sociolinguistics</i>. Sage.</p> <p>Suggested papers from prestigious journals such as:</p> <ul style="list-style-type: none"> • <i>Discourse & Society</i> • <i>Journal of Multilingual and Multicultural Development</i> • <i>Journal of Sociolinguistics</i> • <i>Language Policy</i> • <i>Language and Education</i>
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Subject Code	CBS6814
Subject Title	Guided-Study in Chinese Grammar
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	<p>This subject aims to achieve the following objectives:</p> <ul style="list-style-type: none"> a. helping students to acquire comprehensive knowledge of the grammar of Chinese with solid command of both theory and data b. Introducing to students the major issues in the studies of Chinese grammar from multiple disciplinaries of language sciences c. Training students to do data analysis with both theoretical-analytic and corpus-driven empirical tools d. Training students to do construct research hypothesis and research plans based on linguistic facts e. To train student to critically review literature and to carry out and present high quality scholarly work
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a. Demonstrate an advanced understanding of current theories underpinning the study of language; b. Develop abilities to do data and grammatical facts driven research in the fields of language sciences; c. Develop competence to bridge theories with empirical findings; d. Demonstrate a comprehensive understanding of the current issues in the studies of Chinese grammar, especially from theoretical and inter-disciplinary perspectives; e. Master the skills in writing and presenting research
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> a. Introduction: What you need to know about Chinese Grammar: Orthography Major issues in the studies of Chinese grammar; b. Definition of Words and PoS in Chinese Induction vs. deduction in grammatical studies; c. Chinese Phonetics: articulatory and acoustic phonetics (Chinese vowels, consonants and tones) d. Chinese Phonology: phonemes, phonemic system, syllable, syllable structure, phonological rules e. Chinese Word Formation: inflection and derivation, compounds

	<div>f. Chinese Nouns and Classifiers</div> <div>g. Chinese Verbs</div> <div>h. Other Chinese PoSs: Adverbs, Adjectives, Prepositions etc.</div> <div>i. Special Constructions in Chinese: Ba, Bei, etc....</div> <div>j. Semantics and Lexical Semantics</div> <div>k. Current topics in Chinese Phonetics, Phonology, and Morphology</div> <div>l. Current topics in Chinese Syntax and Semantics</div>																																								
Teaching/Learning Methodology	<div>a. Lecture and classroom discussion</div> <div>b. Reading books and journal papers by the students;</div> <div>c. Presentation by students on progress in reading;</div> <div>d. Presentation by students on research findings;</div> <div>e. Writing research papers by students.</div>																																								
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>1. Class participation</td><td>10%</td><td>v</td><td>v</td><td></td><td>v</td><td>v</td></tr><tr><td>2. Oral presentation</td><td>30%</td><td>v</td><td>v</td><td>v</td><td>v</td><td>v</td></tr><tr><td>3. Term paper</td><td>60%</td><td></td><td>v</td><td>v</td><td>v</td><td>v</td></tr><tr><td>Total</td><td>100%</td><td colspan="5"></td></tr></table> <div>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The presentation by students is to assess their understanding of Chinese grammar and its theoretical implications in different disciplines and research paradigms.</div> <div>Presentation of research findings and writing term papers is to assess the students’ mastering of theories and their ability to apply theories in actual research.</div>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					a	b	c	d	e	1. Class participation	10%	v	v		v	v	2. Oral presentation	30%	v	v	v	v	v	3. Term paper	60%		v	v	v	v	Total	100%					
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed																																					
		a	b	c	d	e																																			
1. Class participation	10%	v	v		v	v																																			
2. Oral presentation	30%	v	v	v	v	v																																			
3. Term paper	60%		v	v	v	v																																			
Total	100%																																								
Student Study Effort Expected	<div>Class contact:</div> <table><tr><td>• Lecture and Class Discussion</td><td>39 Hrs.</td></tr></table> <div>Other student study effort:</div> <table><tr><td>• Materials Reading/Presentation</td><td>39 Hrs.</td></tr><tr><td>• Term paper writing</td><td>24 Hrs.</td></tr><tr><td>Total student study effort</td><td>102 Hrs.</td></tr></table>	• Lecture and Class Discussion	39 Hrs.	• Materials Reading/Presentation	39 Hrs.	• Term paper writing	24 Hrs.	Total student study effort	102 Hrs.																																
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• Term paper writing	24 Hrs.																																								
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<p>Reading List and References</p>	<ol style="list-style-type: none"> 1. Textbook Huang, Chu-Ren, and Dingxu Shi, eds. <i>A reference grammar of Chinese</i>. Cambridge University Press, 2016. 2. Reading list (Will be updated year by year) 3. Additional Readings (optional textbooks) Duanmu, San. <i>The phonology of standard Chinese</i>. Oxford University Press, 2007. Huang, Chu-Ren, Shu-Kai Hsieh, and Keh-Jiann Chen. <i>Mandarin Chinese words and parts of speech: A corpus-based study</i>. Routledge, 2017. Wang, William SY, and Chaofen Sun. <i>The Oxford handbook of Chinese linguistics</i>. Oxford University Press, 2015 4. References (selective and representative) Chao, Yuen-ren. 1968 <i>A Grammar of Spoken Chinese</i>. Berkeley: University of California Press. Cheung, Candice Chi-Hang. <i>Parts of speech in Mandarin: The state of the art</i>. Springer, 2016. Huang, C.-T. James, Li, Y.-H. Audrey and Li, Yafei 2009 <i>The Syntax of Chinese</i>. Cambridge: Cambridge University Press. Huang, Chu-Ren, Barbara Meisterernst, and Zhuo Jing-Schmidt. (Eds). <i>Routledge Handbook on Chinese Applied Linguistics</i>. London: Routledge. 2019. Huang, Chu-Ren, and Shu-Kai Hsieh. 2015. Chinese lexical semantics: from radicals to event structure. In William S.-Y. Wang and Chao-Fen Sun (Eds.), <i>The Oxford Handbook of Chinese Linguistics</i> (pp. 290-305). New York: Oxford University Press. Huang, Chu-Ren and Nian-Wen Xue. 2015. Modeling word concepts without convention: linguistic and computational issues in Chinese word identification. In William S.-Y. Wang and Chao-Fen Sun (Eds.), <i>The Oxford Handbook of Chinese Linguistics</i> (pp. 348-361). New York: Oxford University Press. Huddleston, Rodney, and Geoffrey K. Pullum. <i>The Cambridge Grammar of English</i>. Cambridge: Cambridge University Press .2002. Li, Audrey. 1990. <i>Order and constituency in Mandarin Chinese</i> Dordrecht: Kluwer Academic Publishers. Li, Audrey. 1998. Argument Determiner Phrase and Number Phrase. <i>Linguistic Inquiry</i> 9.693-702. Matthews, Stephen, and Virginia Yip. <i>Cantonese: A comprehensive grammar</i>. Routledge, 2013. 石定栩（2011）《名词和名词性成分》，北京：北京大学出版社。 朱德熙（1961）《说“的”》，《中国语文》十二月号。
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	<p>朱德熙（1966）《关于〈说“的”〉》，《中国语文》第一期。</p> <p>朱德熙（1978）《“的”字结构和判断句》，《中国语文》第一，二期。</p> <p>朱德熙（1982）《语法讲义》，北京：商务印书馆。</p>
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Subject Code	FH6056
Subject Title	Research Methods for Second Language Education
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	Pre-requisite: Research Methods for Applied Language Sciences I (FH6002)
Objectives	Building on the knowledge and skills learned from Research Methods for Applied language Sciences I (FH6002), this subject aims to explore in depth research issues in some key areas in second language education. The course also introduces essential research knowledge and skills needed to conduct hands-on research in these areas. The course is intended for preparing doctoral students to enter into the research phase leading to the production of their doctoral dissertations.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> demonstrate advanced knowledge of research methods as appropriate for conducting scientific inquiry into main areas of second language education engage in in-depth discussions on relevant research issues of interest in second language education applying essential research skills and techniques in the research area(s) of their interest competently design their own research studies in second language education and produce a high-quality research methodology outline for a doctoral dissertation build up confidence and essential skills in experiential/project-oriented learning through teamwork
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> Research paradigms and approaches <ol style="list-style-type: none"> Understanding different paradigms and approaches that underpin research Selecting appropriate paradigms and approaches to suit a research project Applying essential statistics for language research <ol style="list-style-type: none"> Introduction to SPSS Applying statistical techniques (random sampling, descriptive statistics, correlations, t-tests, ANOVA etc.) Corpus-based research <ol style="list-style-type: none"> Types of corpora and contribution of corpora to second language education research Compilation of language corpora Techniques for corpus data processing

	<div><div><div>4. Research in second language education</div><div><div>a. Trends in second language education research</div><div>b. Experimental, quasi-experimental and pre-experimental design</div><div>c. Researching classroom interaction and discourse</div><div>d. Qualitative data analysis in second language education research</div><div>e. Action research in education</div></div></div><div><div>5. Designing a suitable research project</div><div><div>a. Independently exploring themes discussed in this subject or other relevant themes which may lead to developing a viable research design</div><div>b. Conducting and reporting a quality research project</div><div>c. Developing tools for data collection</div></div></div></div>																																															
Teaching/ Learning Methodology	Theory and practice will be fully integrated throughout the course. Teaching and learning will take place in interactive lectures and seminars involving teacher input interspersed with short discussion tasks, student presentations, and hands-on practice in statistical analysis. The delivery of the concepts and methods of research will involve review and critique of significant research work in the field as well as case studies that have adopted a variety of research methods and designs.																																															
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Intended subject learning outcomes to be assessed</th></tr><tr><th>a</th><th>b</th><th>c</th><th>d</th><th>e</th></tr><tr><td>1. Paper on preparing effective research questions</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Presentation</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Term Paper</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>4. Participation</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <div><div>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</div><div>The subject is assessed entirely through coursework. All assignments</div></div>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed					a	b	c	d	e	1. Paper on preparing effective research questions	40%	✓	✓	✓	✓	✓	2. Presentation	10%	✓	✓	✓	✓	✓	3. Term Paper	40%	✓	✓	✓	✓	✓	4. Participation	10%	✓	✓	✓	✓	✓	Total	100 %					
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2. Presentation	10%	✓	✓	✓	✓	✓																																										
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4. Participation	10%	✓	✓	✓	✓	✓																																										
Total	100 %																																															

	are designed to provide students with tasks that require the evaluation, synthesis and application of key concepts, approaches and techniques to design and analyse studies in applied language research. Students are assessed in terms of both subject knowledge and generic skills through a combination of a presentation and two written papers to evaluate specific research methods as applied in second language education research, through the design, conduct and evaluation of research projects, which may be intended as a preliminary study for the thesis research.	
Student Study Effort Expected	Class contact:	
	▪ Lectures	26 hrs
	▪ Seminars	13 hrs
	Other student study effort:	
	▪ Private study	58 hrs
	▪ Take-home assignments	29 hrs
	Total student study effort	126 hrs
Reading List and References	<p>General</p> <p>Angrosino, M. (2007). <i>Doing ethnographic and observational research</i>. London: SAGE.</p> <p>Barbour, R. (2007). <i>Doing focus groups</i> (Vol. 4). London: SAGE</p> <p>Boeije, H. (2010). <i>Analysis in qualitative research</i>. Los Angeles and London : SAGE.</p> <p>Creswell, J. W. (2017). <i>Qualitative inquiry and research design: Choosing among five approaches</i> (4th Ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Creswell, J. W. (2018). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (5th Ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Field, A. (2009). <i>Discovering statistics using SPSS</i> (3rd Ed.). London and Thousand Oaks, CA: SAGE.</p> <p>Leech, N. L., Barrett, K. C. & Morgan, G. A. (2008). <i>SPSS for intermediate statistics: Use and interpretation</i> (3rd Ed.). New York and London: Taylor & Francis Psychology Press.</p> <p>Marshall, C., & Rossman, G. B. (2006). <i>Designing qualitative research</i> (4th Ed). Thousand Oaks, CA: Sage Publications.</p> <p>Richards, L. (2009). <i>Handling qualitative data: a practical guide</i>. London: SAGE.</p>	

Second Language Education Research

- Brown, J. D. (2001). *Using surveys in language programs*. Cambridge: Cambridge University Press.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford: Oxford University Press.
- Dörnyei, Z. (2010). *Questionnaires in second language research: Construction, administration and processing* (2nd Ed.). New York, NY: Routledge.
- Duff, P. A. (2008). *Case study research in applied linguistics*. New York, NY: Lawrence Erlbaum Associates.
- Mackey, A., & Gass, S. (2005). *Second language research: Methodology and design*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Mills, G. E., & Butroyd, R. (2017). *Action research: A Guide for the teacher researcher* (6th Ed.). Harlow, UK: Pearson.
- Nunan, D. and Bailey, K.M. (2009). *Exploring second language classroom research: A comprehensive guide*. Boston: Heinle Cengage Learning.
- Richards, L. (2009). *Handling qualitative data: a practical guide*. London: SAGE.

Corpus Linguistics

- Baker, P., & Egbert, J. (Eds.) (2018). *Triangulating methodological approaches in corpus linguistic research*. New York, NY: Routledge.
- Bennet, G. R. (2010). *Using corpora in the language learning classroom: Corpus linguistics for teachers*. Ann Arbor: University of Michigan Press.
- Biber, D., Conner, U. & Upton, T. A. (2007). *Discourse on the move: Using corpus analysis to describe discourse structure*. Amsterdam: John Benjamins.
- Biber, D., & Reppen, R. (2020). *The Cambridge handbook of English corpus linguistics*. Cambridge: University of Cambridge Press.
- Granger, S., Gilquin, G., & Meunier, F. (2015). *The Cambridge handbook of learner corpus research*. Cambridge: Cambridge University Press.
- Szudarski, P. (2017). *Corpus linguistics for vocabulary*. New York, NY: Routledge.
- Weisser, M. (2016). *Practical corpus linguistics: An introduction to corpus-based language analysis*. West Sussex, UK: John Wiley & Sons.

Subject Code	FH6102
Subject Title	Psycholinguistics and Language Acquisition
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<p>This subject provides opportunities for students to consider first and second language acquisition from a psycholinguistic perspective. Psycholinguistics studies the psychological and neurobiological factors that allow humans to acquire, understand and produce language. The subject offers a systematic introduction to the key topics in psycholinguistics: examining the mental processes involved in speech perception, word recognition, language comprehension and production.</p> <p>The subject sets out to stimulate students' interest in psycholinguistics and language acquisition generally and, more specifically, to help them understand the mental processes that occur in the dynamic contexts of language learning and production, including translation and interpretation.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of key theories in the study of first and second language acquisition; 2. understand how theory has influenced approaches to language teaching, translation and interpretation; 3. compare the developmental stages in first and second language acquisition; 4. evaluate critically the socio-psychological factors that affect second language learning. 5. Acquire a basic and practical understanding of methods in language acquisition research
Subject Synopsis/ Indicative Syllabus	<p>This subject explores the first and second language acquisition processes in considerable depth and includes discussion of:</p> <ol style="list-style-type: none"> 1. Influential models of language acquisition 2. Language development and bilingualism 3. Socio-psychological factors affecting second language acquisition 4. Interlanguage/learner language 5. Second language learning in the classroom 6. Language acquisition research methods and statistical analysis 7. Advances in language acquisition research

Teaching/Learning Methodology	Theory and practice, and teaching and learning will be fully integrated throughout the course, which will utilize student-led seminars, in-class discussions, teacher's inputs and multimedia materials to help students achieve the learning outcomes. Teaching and learning will take place in interactive seminars involving teacher input interspersed with student presentations, student-led seminars, short discussion tasks, and written exercises. The delivery of the contents will involve review and critique of significant research work in the field as well as case studies of language studies.																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4">Intended subject learning outcomes to be assessed</th></tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th></tr> </thead> <tbody> <tr> <td>1. In-class Discussions</td><td>10%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>2. Presentation Project</td><td>35%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>3. Term Paper</td><td>55%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>Total</td><td>100%</td><td colspan="4"></td></tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The subject is assessed entirely through coursework. All assignments are designed to provide students with tasks that require the evaluation, synthesis and application of key concepts, psycholinguistic theories of L1 and L2 acquisition, and approaches to designing and analysing studies in the psycholinguistic studies of language acquisition. Students are assessed in terms of the envisioned learning outcomes through a combination of class participation, oral presentations, and a term paper. Class participation evaluating both attendance and active contribution to class discussions aims to enhance students' understanding of key concepts and theories of L2 acquisition; the oral presentations give students a chance to apply their newly learned subject knowledge and analytical strategies to the understanding and evaluation of exemplary language acquisition studies; the term paper provides an opportunity for students to examine a psycholinguistic or language acquisition topic in depth to acquire an understanding that can inform research and/or teaching in the future.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed				1	2	3	4	1. In-class Discussions	10%	✓	✓	✓	✓	2. Presentation Project	35%	✓	✓	✓	✓	3. Term Paper	55%	✓	✓	✓	✓	Total	100%				
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed																																					
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2. Presentation Project	35%	✓	✓	✓	✓																																		
3. Term Paper	55%	✓	✓	✓	✓																																		
Total	100%																																						
Student Study	Class contact:																																						

Effort Required	<ul style="list-style-type: none"> • Seminar 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> • Private study 	39 Hrs.
	<ul style="list-style-type: none"> • Assignments 	39 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	<p>Recommended Reading</p> <p>Carroll, D. W. (2008). <i>Psychology of language</i> (5th ed.). Belmont, CA: Thomson.</p> <p>Clark, E. V. (2016). <i>First language acquisition</i> (3rd ed.). Cambridge, UK: Cambridge University Press.</p> <p>DeKeyser, R. (Ed.). (2007). <i>Practice in a second language: Perspectives from applied linguistics and cognitive psychology</i>. Cambridge, UK: Cambridge University Press.</p> <p>Dörnyei, Z., & Ryan, S. (2015). <i>The psychology of the language learner revisited</i>. New York, NY: Routledge.</p> <p>Ellis, R. (2008). <i>The study of second language acquisition</i> (2nd ed.). Oxford, UK: Oxford University Press.</p> <p>Fernández, E. M., & Cairns, H. S. (2018). <i>The handbook of psycholinguistics</i>. Hoboken, NJ: Wiley Blackwell.</p> <p>Gass, S. M. (2013). <i>Second language acquisition: An introductory course</i> (4th ed.). New York, NY: Routledge.</p> <p>Herschensohn, J., & Young-Scholten, M. (Eds.). (2013). <i>The Cambridge handbook of second language acquisition</i>. Cambridge, UK: Cambridge University Press.</p> <p>Hummel, K. M. (2014). <i>Introducing second language acquisition: Perspectives and practices</i>. Hoboken, NJ: Wiley Blackwell.</p> <p>Lightbown, P. M., & Spada, N. (2013). <i>How languages are learned</i> (4th ed.). Oxford, UK: Oxford University Press.</p> <p>Long, M. H., & Doughty, C. J. (Eds.). (2009). <i>The handbook of language teaching</i>. Malden, MA: Wiley Blackwell.</p> <p>Mitchell, R., Myles, F., & Marsden, M. (2013). <i>Second language learning theories</i> (3rd ed.). London, UK: Routledge.</p> <p>Owens, R. E., Jr. (2012). <i>Language development: An introduction</i> (8th ed.). Boston, MA: Pearson.</p> <p>Saville-Troike, M., & Barto, K. (2017). <i>Introducing second language acquisition</i> (3rd ed.). Cambridge, UK: Cambridge University Press.</p> <p>Steinberg, D. D., & Sciarini, N. V. (2006). <i>An introduction to psycholinguistics</i> (2nd ed.). Harlow, UK: Longman.</p> <p>VanPatten, B., & Williams, J. (Eds.). (2015). <i>Theories in second language acquisition: An introduction</i> (2nd ed.). New York, NY: Routledge.</p>	

	Recommended journals <i>Language Learning</i> <i>Language Teaching Research</i> <i>Modern Language Journal</i> <i>Studies in Second Language Acquisition</i> <i>System</i> <i>TESOL Quarterly</i>
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Subject Code	FH6103
Subject Title	Curriculum and Assessment
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	This subject aims to build on students' existing knowledge of issues relating to curriculum and assessment in second language education in order that they are able to critically examine and evaluate current practice.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Articulate an understanding of fundamental concepts and theories related to second language curriculum and assessment Demonstrate awareness of how relevant theoretical frameworks are applied in a variety of second language educational settings Critically evaluate the literature in the area of curriculum and assessment Critically evaluate instances of innovation and change management in curriculum and assessment
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> The Curriculum: Traditions, perspectives and approaches Curriculum design and development Curriculum management Curriculum evaluation Purposes of testing Language assessment policy Ethics in language assessment Technology in language assessment Factors affecting test performance Assessment standards and frameworks
Teaching/Learning Methodology	<p>The subject will utilize a lecture and seminar approach to help students to achieve the learning outcomes. A variety of hard-copy, online and multimedia materials will be employed and referred to.</p> <p>Teacher input will be designed to stimulate students on a range of topics designed to familiarise them with relevant concepts and perspectives, and to enable them to critically examine these with reference to their own professional contexts.</p>

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	Attendance and participation	20%	✓			
	1. Review paper	40%	✓	✓	✓	✓
	2. Case study	40%	✓	✓		✓
	Total	100 %				
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The first assessment requires students to review and critique one or more the various approaches to curriculum development and/or management that have been presented in the course, and reflect upon how these are applied in an educational context with which they are familiar.</p> <p>The second assessment requires students to carry out a case study relating to assessment. They will be expected to examine the case from the perspective of topics covered in the course, and to carry out both primary and secondary research to gather data.</p>					
Student Study Effort Expected	Class contact:					
	▪ lecture/seminar				39 hrs.	
	Other student study effort:					
	▪ private study				39 hrs.	
	▪ assignments				39 hrs.	
	Total student study effort				117 hrs.	

<p>Reading List and References</p>	<p>Recommended reading</p> <p>Bachman, L. F., & Palmer, A. (2010). <i>Language assessment in practice: Developing language assessments and justifying their use in the real world</i>. Oxford: Oxford University Press.</p> <p>Carless, D. (2011). <i>From testing to productive student learning: Implementing formative assessment in Confucian-heritage settings</i>. New York: Routledge.</p> <p>Chapelle, C., & Douglas, D. (2006). <i>Assessing languages through computers</i>. Cambridge: Cambridge University Press.</p> <p>Council of Europe (2001). <i>Common European Framework of Reference for Languages</i>. Cambridge University Press, Cambridge, UK.</p> <p>Council of Europe (2018). <i>Common European Framework of Reference for Languages: Companion Volume with New Descriptors</i>. www.coe.int/lang-cefr.</p> <p>Kelly, A.V. (1999). <i>The Curriculum</i>. London: Sage.</p> <p>Nation, I.S.P. and Macalister, J. (2010). <i>Language Curriculum Design</i>. New York: Routledge.</p> <p>Nunan, D. (1988). <i>The Learner Centred Curriculum</i>. Cambridge: Cambridge University Press.</p> <p>Shohamy, E., Or, I., & May, S. (Eds.), (2017). <i>Language Testing and Assessment</i>. Cham: Springer International Publishing</p> <p>Tsagari, D., & Banerjee, J. (Eds.). (2016). <i>Handbook of Second Language Assessment</i>. Berlin, Boston: De Gruyter Mouton.</p> <p>White, R.V. (1988). <i>The ELT Curriculum</i>. Oxford: Blackwell.</p> <p>Wiles, J.W. and Bondi, J.C. (2011). <i>Curriculum Development: A guide to practice</i>. Boston: Pearson.</p> <p>Recommended journals</p> <p><i>Assessment in Education</i>, Taylor & Francis</p> <p><i>International Journal of Testing</i>, Taylor & Francis</p> <p><i>Journal of English for Academic Purposes</i>, Elsevier</p> <p><i>Language Assessment Quarterly</i>, Routledge</p> <p><i>Language Teaching</i>, Cambridge University Press</p> <p><i>Language Testing</i>, Sage</p> <p><i>TESOL Quarterly</i>, TESOL</p>
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Subject Code	FH6001
Subject Title	Intercultural Communication
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<p>This course reviews theories of intercultural communication. Classroom discussions explore the extent to which Western-based intercultural communication theories, methods, and practices are applicable to the Hong Kong context. The course develops an understanding of the role and use of language and other media in intercultural communication in a range of communicative contexts. Students will reflect on their own experiences of, and develop insights into, intercultural communication.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> Apply theories of intercultural communication to their everyday interactions and in different domains of social life. Explain and evaluate the extent to which Western-based theories, methods, and practices relating to intercultural communication are applicable to the Hong Kong context. Reflect on their experiences of, and develop insights into, intercultural communication. <p>Category B: Attributes for all-roundedness</p> <ol style="list-style-type: none"> Develop analytical reasoning, critical thinking, and problem-solving skills: <ul style="list-style-type: none"> <u>analytical reasoning</u>: to think in a logical manner, supporting ideas with well-reasoned arguments and evidence <u>critical thinking</u>: to evaluate information and evidence critically; able to recognize flaws or inconsistency in an argument <u>problem solving</u>: to understand problems, explore plausible answers, and select appropriate decisions and solutions
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> Theories of intercultural communication The processes, practices, experiences, perceptions, and barriers of intercultural communication The impact of cultural values, discourse patterns and pragmatics on intercultural communication Conceptualisations and applications of intercultural competence Research and assessment in intercultural competence

Teaching/Learning Methodology	<p>Much of the theoretical discussion in class will be based on real-life examples and case studies drawn from intercultural encounters. Attempts will be made to draw on students' work and life experiences.</p> <p>Group discussions and activities will ensure opportunities to think critically, reflect on key concepts and apply theories to authentic data. Interactive lectures will be used primarily to deliver key concepts and theories.</p>																																
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="4">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></tr> </thead> <tbody> <tr> <td>In-class presentation of research topic</td><td>30%</td><td>√</td><td>√</td><td>√</td><td>√</td></tr> <tr> <td>Research project</td><td>70%</td><td>√</td><td>√</td><td>√</td><td>√</td></tr> <tr> <td>Total</td><td>100 %</td><td colspan="4"></td></tr> </tbody> </table> <p>The first assessment task is an oral presentation that requires students to apply theories of intercultural communication to a topic of their own choice. The assignment typically involves a small-scale project that examines authentic intercultural communication, but other types of projects are possible. Peer feedback will be invited during the oral presentations.</p> <p>The second assessment task is a written paper that requires students to further elaborate on their research project stemming from the first assessment task. The written paper provides students with an opportunity to consolidate their learning in writing by applying theories covered in the course to their research project.</p>					Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	In-class presentation of research topic	30%	√	√	√	√	Research project	70%	√	√	√	√	Total	100 %				
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																															
		a	b	c	d																												
In-class presentation of research topic	30%	√	√	√	√																												
Research project	70%	√	√	√	√																												
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	• Lectures		26 Hrs.																														
	• Seminars		13 Hrs.																														
	Other student study effort:																																
	• Reading, discussion and writing		78 Hrs.																														
	Total student study effort		117 Hrs.																														

<p>Reading List and References</p>	<p>Reading list</p> <p>Berardo, K. & Deardorff, D.K. (2012). <i>Building cultural competence: Innovative intercultural training activities and models</i>. Sterling, VA: Stylus.</p> <p>Deardorff, D. K. (Ed.) (2009). <i>The Sage handbook of intercultural competence</i>. Thousand Oaks: Sage.</p> <p>Jackson, J. (Ed.) (2020). <i>Routledge handbook of language and intercultural communication</i> (2nd ed.) London: Routledge.</p> <p>Jackson, J. (2014). <i>Introducing language and intercultural communication</i>. London & New York: Routledge.</p> <p>Oetzel, John G. (2009). <i>Intercultural communication: A layered approach</i>. New York: Vango Books/Pearson.</p> <p>References</p> <p>Bond, M. H. (1996). Chinese values. In M. H. Bond (Ed.), <i>The handbook of Chinese psychology</i> (pp. 208-226). Hong Kong: Oxford University Press.</p> <p>Cheng, W. (2003). <i>Intercultural conversation</i>. Amsterdam: John Benjamins.</p> <p>Hofstede, G. (2001). <i>Culture's consequences: Comparing values, behaviors, institutions and organizations across nations</i>. Thousand Oaks, California: Sage.</p> <p>Hofstede, G., Hofsted, G. J., & Minkov, M. (Eds.) (2010). <i>Cultures and organizations: Software of the mind</i>. (3rd ed.). London; New York: McGraw-Hill.</p> <p>Holliday, A. (2011). <i>Intercultural communication and ideology</i>. London: Sage.</p> <p>Holliday, A., Hyde, M., & Kullman, J. (2010). <i>Intercultural communication: An advanced resource book for students</i>. (2nd edition). London and New York: Routledge.</p> <p>Kiesling, S., & Paulston, C. (Eds.) (2005). <i>Intercultural discourse and communication: The essential readings</i>. Malden, MA: Blackwell Publishing.</p> <p>Kotthoff, H., & Spencer-Oatey, H. (Eds.) (2009). <i>Handbook of intercultural communication</i>. New York: Mouton Gruyter.</p> <p>Lustig, M. W., & Koester, J. (2010). <i>Intercultural competence: Interpersonal communication across cultures</i> (6th ed.). Boston: Allyn and Bacon.</p>
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	<p>Nakayama, T., & Halualani, R. (2010). <i>The handbook of critical intercultural communication</i>. Chichester, West Sussex; Malden, MA: Wiley-Blackwell.</p> <p>Pillar, I. (2009) Intercultural communication. In F. Bargiela-Chiappini (Ed.), <i>The handbook of business discourse</i> (pp. 317-329). Edinburgh: Edinburgh University Press.</p> <p>Spencer-Oatey, H. (Ed.) (2008). <i>Culturally speaking: Culture, communication and politeness theory</i>. 2nd Ed. London: Continuum.</p> <p>Spencer-Oatey, H. & Franklin, P. (2009) <i>Intercultural interaction: A multidisciplinary approach to intercultural communication</i>. Basingstoke; New York: Palgrave Macmillan.</p>
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Subject Code	FH6053
Subject Title	New Media
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<p>The objectives of this subject are to:</p> <ol style="list-style-type: none"> 1. Understand the emerging nature, role, functions, benefits and constraints of new media, including social networks, online news, blogs and videos. 2. Learn the theory, models, content design and analysis relating to new media that are essential to effecting influence and gathering information pertaining to organizations, products and services in the increasingly competitive market. 3. Apply different linguistic approaches and theories, including critical discourse analysis and multimodal discourse analysis, in the analysis of the complex process of meaning creation in new media forms. 4. Identify, plan and align academic, social and professional objectives that leverage on specific elements of new media to strategically reach target audience and achieve objectives.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> (a) describe new media in terms of nature, role, functions, opportunities and threats and understand the evolving needs and strategies to integrate elements of new media; (b) describe different types of new media and their social feedback cycles; (c) investigate and critically review the pros and cons of various new media channels and their effectiveness in creating different and multiple levels of influence and to promote a culture of participation, interaction, persuasion and influence among users. (d) analyze various new media options and multimodal semiotic choices for meaning making, and align these options with academic, social and professional objectives. (e) develop analytical reasoning, critical thinking, and problem solving skills: <ul style="list-style-type: none"> • <u>analytical reasoning</u>: to think in a logical manner, supporting ideas with well-reasoned arguments, analytical frameworks and evidence

	<ul style="list-style-type: none">critical thinking: to evaluate information and evidence critically, able to recognize flaws or inconsistency in an argumentproblem solving: to understand the problem, explore plausible answers, and select the most appropriate decision/solution for the problem <p>(f) develop teamwork and leadership skills for future career development</p>																														
Subject Synopsis/ Indicative Syllabus (Note 2)	<ol style="list-style-type: none">1. Introduction to new media: how it compares to traditional media, including nature, role, functions, opportunities and threats; an important means for promoting a culture of participation, interaction, persuasion and influence among users, marketing, and harnessing collective intelligence2. Different types, forms and purposes of new media in different contexts3. Critical and functional approaches to multimodal discourse analysis of new media4. Visual image analysis for new media5. Attitudes and emotions in new media6. New media advertising and promotional discourse7. Digital humanities: New media art and storytelling																														
Teaching/Learning Methodology (Note 3)	Teaching is reflective and reflexive, involving jointly problematising issues and challenges relating to new media and learning with students. Learning involves reflection and practice-led research into new media by means of discovering and exploring knowledge and resources. Learning also involves developing teamwork skills for future career and professional development.																														
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">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></tr><tr><td>Seminar presentations in Week 8 and 13 (individual, each presentation lasts for 15 minutes)</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Literature review paper (individual, 1,500 words +/- 20%)</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td></td></tr></table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	Seminar presentations in Week 8 and 13 (individual, each presentation lasts for 15 minutes)	40%	✓	✓	✓	✓	✓	✓	Literature review paper (individual, 1,500 words +/- 20%)	15%	✓	✓	✓		✓	
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																											
		a	b	c	d	e	f																								
Seminar presentations in Week 8 and 13 (individual, each presentation lasts for 15 minutes)	40%	✓	✓	✓	✓	✓	✓																								
Literature review paper (individual, 1,500 words +/- 20%)	15%	✓	✓	✓		✓																									

	New media research report (individual, 5,000 words +/- 20%)	45%	✓	✓	✓	✓	✓	
	Total	100 %						
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:							
	Written literature review paper on a topic (15%): A literature review paper (1,500 words) on a chosen topic in new media.							
	Seminar presentation on a topic (40%): The student individually leads two seminar presentations on a chosen topic in new media, followed by a Q&A session. The topic can be the same from that in the literature review paper (15%)							
Written report on a new media study (5,000 words) (45%): The topic of the new media research study can be connected with the seminar presentations and literature review.								
Student Study Effort Expected	Class contact:							
	• Lectures							26 Hrs.
	• Seminars							13 Hrs.
	Other student study effort:							
	• Reading, discussion and writing							81 Hrs.
	Total student study effort							120 Hrs.
Reading List and References	Alexander, B. (2011). <i>The new digital storytelling: Creating narratives with new media</i> . Santa Barbara, CA: Praeger. Allan, S. (2006). <i>Online news: Journalism and the internet</i> . Maidenhead and New York: Open University Press. Aneesh, A., Hall, L., & Petro, P. (Eds.) (2012). <i>Beyond globalization: Making new worlds in media, art, and social practices</i> . New Brunswick, N.J.: Rutgers University Press. Bell, G. (2009). <i>Building social web applications: Establishing community at the heart of your site</i> . CA, USA: O'Reilly Media. Creeber, G. & Martin, R. (Eds.) (2008). <i>Digital culture: Understanding new media</i> . Oxford: Oxford University Press. Dobrin, S. (Ed.) (2010) <i>Ecology, writing theory, and new media: Writing ecology</i> . New York: Routledge. Forceville, C. (1996). <i>Pictorial metaphors in advertising</i> . London: Routledge. Fuery, K. (2008). <i>New media: Culture and image</i> . London: Palgrave Macmillan. Green, L. (2010). <i>The internet: An introduction to new media</i> . London: A&C Black Publishers Ltd.							

	<p>Hoechsmann, M. & Poyntz, S. (2012). <i>Media literacies: A critical introduction</i>. Oxford, UK: Wiley-Blackwell.</p> <p>Jenkins, H. (2008). <i>Convergence culture: Where old and new media collide</i>. New York: New York University Press.</p> <p>Jones, R. H., Chik, A., & Hafner, C. A. (Eds.) (2015). <i>Discourse and digital practices: Doing discourse analysis in the digital age</i>. London & New York: Routledge.</p> <p>Kress, G. & van Leeuwen, T. (1996). <i>Reading images: The grammar of visual design</i>. London: Routledge.</p> <p>Lister, M., Dovey, J., Giddings, S., Grant, I., & Kieran, K. (2009). <i>New media: A critical introduction</i>. 2nd edition. London: Routledge.</p> <p>Lule, J. (2012). <i>Globalization and media: Global village of Babel</i>. Lanham, Md.: Rowman & Littlefield Publishers.</p> <p>Martin, J. & White, P. (2005). <i>The language of evaluation</i>. London: Palgrave.</p> <p>McIntyre, P. (2012). <i>Creativity and cultural production: Issues for media practice</i>. London: Palgrave Macmillan.</p> <p>[Syllabus revised by William Feng, 27 June 2018]</p>
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Subject Code	FH6201
Subject Title	Glocalisation and Media Communication
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<p>The concept of “glocalisation” has been proposed to capture the interlocking duality of globalization and localization in transnational or transcultural media communication and consequently in discursive change and cultural transformation. This subject will provide students with survey, analysis, and evaluation of the processes that the mainstream, ethnic, and/or community media have struggled to leverage their brands and services in achieving global reach and local relevance. Both theoretical and methodological issues involved in transculturality studies and comparative media communications will be explored, with particular attention to the researches related to Cultural China.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> a) Articulate the issues of glocalisation and their implications for cross-cultural and transnational media communication studies; b) Analyze and evaluate the theories and empirical findings in transnational media communications; c) Demonstrate critical awareness of the forces shaping media production and consumption across nation-states and cultural boundaries; d) Appraise the appropriateness and effectiveness of transnational media communication based on their acquired knowledge of the dynamic push-and-pull of the global and the local in China and the West.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. Glocalisation as condition of human life in a global crisis 2. Competition and conflict between the global and the local in media production and communication 3. Cross-cultural compromises and multiculturalism in media management 4. Issues and challenges for mainstream media in transnational or transcultural communication 5. Issues and challenges for ethnic or community media in global communication 6. Linguistic and cultural hybridity in media production and communication

Teaching/Learning Methodology	Teaching and learning will take place in interactive seminars involving teacher input interspersed with short discussion tasks, written exercises, and student presentations. The delivery of the concepts and methods of research will involve review and critique of significant research work in the field as well as case studies of significant individuals as well as corporations that are successful or not so successful in managing media communication and identity construction across nations-states or cultural boundaries.					
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	1. Participation & Discussion	10%	√	√	√	√
	2. Presentation	30%	√	√	√	√
	3. Term paper	60%	√	√	√	√
	Total	100 %				
	Participation, Discussion, Presentation and Term Paper provide a good opportunity for the students to consolidate the mastery of the subject’s general matter and facilitate the achievement of the subject’s overall learning outcomes. With teachers’ detailed feedback to their presentations (30%), the students are expected to complete quality term papers (60%) at the end of the semester.					
Student Study Effort Expected	Class contact:					
	▪ Seminars				39Hrs.	
	Other student study effort:					
	▪ Readings				39Hrs.	
	▪ Writing and problem-solving tasks				39Hrs.	
	Total student study effort				117Hrs.	
Reading List and References	Artz, L., & Kamalipour, Y. R. (2007). <i>The Media Globe : Trends in International Mass Media</i> . Lanham, Md.: Rowman & Littlefield.					

	<p>Cao, Q. Wu, D. & Tomaselli, K. G. (ed) (2020). <i>Brand China in the Media: Transformation of Identities</i>. New York: Routledge.</p> <p>Chan, J. M. & McIntyre, B. T. (2002). <i>In Search of Boundaries: Communication, Nation-states and Cultural Identities</i>. Westport, CT: Ablex Publishing.</p> <p>Chan, K., J. W. Walls & Hayward, D. (2007). <i>East-West Identities: Globalization, Localization, and Hybridization</i>. Boston: Brill.</p> <p>Craig, T. J. & King, R. (2002). <i>Global Goes Local: Popular Culture in Asia</i>. Hong Kong: Hong Kong University Press.</p> <p>Eoyan, C. E. (2007). <i>Two-Way Mirrors: Cross Cultural Studies in Glocalization</i>. U.K.: Lexington Books.</p> <p>Fairclough, N. (2003). <i>Analysing Discourse: Textual Analysis for Social Research</i>. London: Routledge.</p> <p>Hallin, D. C. & Mancini, P. (2004). <i>Comparing Media Systems: Three Models of Media and Politics</i>. Cambridge: Cambridge University Press.</p> <p>Hesmondhalgh, D. & Toynbee, J. (2008). <i>The Media and Social Theory</i>. London: Routledge.</p> <p>Machin, D. & van Leeuwen, T. (2007) <i>Global Media Discourse: A Critical Introduction</i>. New York: Routledge.</p> <p>Howley, K. (2010). <i>Understanding Community Media</i>. Los Angeles: Sage.</p> <p>Matsaganis, M. D., Katz, V. S., & Ball-Rokeach, S. (2011). <i>Understanding Ethnic Media: Producers, Consumers, and Societies</i>. Los Angeles: Sage.</p> <p>Ng, P. P. K. & Ngai, C. S. B. (ed.), <i>Role of Language and Corporate Communication in Greater China</i>. Springer.</p> <p>Robertson, R. (2005), Glocalization: time-space and homogeneity-heterogeneity. In M. Featherstone, S. Lash and R. Robertson (eds.), <i>Global Modernities</i>. London: Sage.</p> <p>Sun, Y. & Wu, D. (ed.), 2017. 《全球本土化視角下的跨文化研究》 [<i>Intercultural communication in the age of Glocalization</i>], Foreign Language Teaching and Research Press., Beijing, China.</p> <p>Wu, D. ed. (2008). <i>Discourses of Cultural China in the Globalizing Age</i>. Hong Kong: Hong Kong University Press.</p>
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	<p>Recommended Journals:</p> <p><i>Asian Journal of Communication</i></p> <p><i>Critical Arts</i></p> <p><i>Discourse and Communication</i></p> <p><i>Journal of Communication</i></p> <p><i>Journal of Multicultural Discourses</i></p> <p><i>Media, Culture & Society</i></p>
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Subject Code	FH6202
Subject Title	Professional and Organisational Communication
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	This course reviews how communication issues in professional contexts index larger social issues, such as neoliberalism, racism, discrimination, and other critical topics. Classroom discussions explore contemporary communication issues in professional contexts. Students will be exposed to a number of methodologies that can be used to explore the text, genre, and discourses of professional communication.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> understand relevant theories of professional communication; understand and evaluate organizational and professional challenges and issues; reflective on their own participation in professional communication; develop an expertise in the methodologies used to study professional communication. develop analytical reasoning, critical thinking, and problem-solving skills: <ul style="list-style-type: none"> analytical reasoning: to think in a logical manner, supporting ideas with well-reasoned arguments and evidence; critical thinking: to evaluate information and evidence critically; able to recognize flaws or inconsistency in an argument; problem solving: to understand problems, explore plausible answers, and select appropriate decisions and solutions.
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> The nature of professional communication The theories of professional communication The methodologies used to study professional communication The conditions and consequences of professional communication Research topics and resources for applied research Theory and practice interface

Teaching/Learning Methodology	<p>Much of the theoretical discussion in class will be based on real-life examples and case studies drawn from intercultural encounters. Attempts will be made to draw on students’ work and life experiences.</p> <p>Group discussions and activities will ensure opportunities to think critically, reflect on key concepts and apply theories to authentic data. Interactive lectures will be used primarily to deliver key concepts and theories.</p>																																													
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighti ng</th><th colspan="5">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></tr><tr><td>Literature review paper</td><td>30%</td><td>√</td><td></td><td></td><td></td><td>√</td></tr><tr><td>Student-led seminar on research projects</td><td>30%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>Written report on research project</td><td>40%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr><tr><td>Total</td><td>100 %</td><td colspan="5"></td></tr></table> <p>The assessment methods are designed to give students opportunities to achieve their learning outcomes in a number of ways.</p> <p>The literature review will allow students to critical discuss important professional communication issues.</p> <p>Student-led seminars help students verbalize, and thus remember, cutting-edge issues in communication studies.</p> <p>The written report will bring all of these learning experiences into a small-scale study on a real-life topic in professional communication.</p>						Specific assessment methods/tasks	% weighti ng	Intended subject learning outcomes to be assessed (Please tick as appropriate)					a	b	c	d	e	Literature review paper	30%	√				√	Student-led seminar on research projects	30%	√	√	√	√	√	Written report on research project	40%	√	√	√	√	√	Total	100 %					
Specific assessment methods/tasks	% weighti ng	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																												
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Total	100 %																																													
Student Study Effort Expected	<table><tr><td>Class contact:</td><td></td></tr><tr><td>• Seminars</td><td>39 Hrs.</td></tr><tr><td>Other student study effort:</td><td></td></tr><tr><td>• Reading, discussion and writing</td><td>84 Hrs.</td></tr><tr><td>Total student study effort</td><td>123 Hrs.</td></tr></table>					Class contact:		• Seminars	39 Hrs.	Other student study effort:		• Reading, discussion and writing	84 Hrs.	Total student study effort	123 Hrs.																															
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<p>Reading List and References</p>	<p>Bargiela-Chiappini, F., Nickerson, C., & Planken, B. (2007) <i>Business discourse</i> (electronic resource). Basingstoke [England]; New York: Palgrave Macmillan.</p> <p>Bhatia, V. (2004) <i>Worlds of written discourse</i>. London: Continuum.</p> <p>Cheney, C. & Ashcraft, K.L. (2007) Considering “the professional” in communication studies: Implications for theory and research within and beyond the boundaries of organizational communication. <i>Communication Theory</i>, 17(2): 146-175.</p> <p>Cheng, W. & Kong, K. C.C. (eds.) (2009). <i>Professional communication: collaboration between academics and practitioners</i>. Hong Kong: Hong Kong University Press.</p> <p>Dent, M. & Whitehead, S. (eds) (2002) Managing professional identities: Knowledge, performativity and the “new” professional. London: Routledge.</p> <p>Gotti, M. & Giannone D. (eds) (2006) <i>New trends in specialized discourse analysis</i>. Bern. Peter Lang Verlag.</p> <p>May, S. (ed) (2006) <i>Case studies in organizational communication: ethical perspectives and practices</i>. Thousand Oaks, CA: Sage.</p> <p>May, S. & Mumby, K. (eds) 2005) <i>Engaging organizational communication theory & research: multiple perspectives</i>. Thousand Oaks, CA: Sage.</p> <p>Miller, K. (2012) <i>Organisational communication: approaches and processes</i>. 6th edition. Boston, Mass.: Wadsworth/Cengage learning.</p> <p>Sarangi, S. & Candlin, C.N. (in press) Professional and organizational practice: A discourse/communication perspective. In C.N. Candlin & S. Sarangi (eds), <i>Handbook of professional & organisational communication</i>. Berlin. Mouton.</p>
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Subject Code	FH6301
Subject Title	Theories of Translation
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<p>The course aims to equip the students with contemporary theories of translation, covering linguistic, cultural, sociological, and philosophical approaches to translation studies.</p> <p>Students are expected to</p> <ul style="list-style-type: none"> • Obtain an overview of the twentieth-century theories of translation • Develop a vocabulary for discussing different approaches to translation • Grasp basic methodology for conducting research on translation
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 1. Develop a knowledge of contemporary theories of translation; 2. Be aware of the important issues concerning translation studies; 3. Be able to read and think critically and analytically; 4. Be able to conduct independent research on topics related to translation; 5. develop critical thinking abilities;
Subject Synopsis/ Indicative Syllabus	<p>Topics covered:</p> <p>History of translation studies</p> <p>Descriptive translation studies</p> <p>Translation and culture (study of literary translation)</p> <p>Integrated translation studies</p> <p>Translation and hermeneutics</p> <p>Translation and deconstruction</p> <p>Translation and ethics</p> <p>Sociology of translation</p> <p>Empirical approaches to translation studies</p> <p>Future trends for translation studies</p>

Teaching/Learning Methodology	The course is conducted in the form of seminars. Students are expected to make presentations at seminars that can facilitate exchange of ideas between students. Students are also expected to write argumentative, persuasive, analytical, and critical book reports which enable them to develop critical thinking skills.																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th></tr> <tr> <th>1</th><th>2</th><th>3</th><th>4</th><th>5</th></tr> </thead> <tbody> <tr> <td>1. presentations</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>2. term paper</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>Total</td><td>100 %</td><td colspan="5"></td></tr> </tbody> </table> <p>Students' knowledge and thinking abilities can be best assessed by face-to-face presentation/discussion and open ended essays.</p>						Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					1	2	3	4	5	1. presentations	50%	✓	✓	✓	✓	✓	2. term paper	50%	✓	✓	✓	✓	✓	Total	100 %					
Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																					
		1	2	3	4	5																																	
1. presentations	50%	✓	✓	✓	✓	✓																																	
2. term paper	50%	✓	✓	✓	✓	✓																																	
Total	100 %																																						
Student Study Effort Expected	Class contact:																																						
	• Seminar					39 Hrs.																																	
	Other student study effort:																																						
	• Reading					58 Hrs.																																	
	• Outside reading					35 Hrs.																																	
	Total student study effort					132 Hrs.																																	
Reading List and References	<p>Angelelli, C., et al. (Eds.) (2016). <i>Researching translation and interpreting</i>. Abingdon, Oxon: Routledge.</p> <p>Arrojo, R., & Chesterman, A. (2002). Shared ground in translation studies: Concluding the debate. <i>Target</i>, 14(1), 137-143.</p> <p>Arrojo, R., & Chesterman, A. (2000). Shared ground in translation studies. <i>Target</i>, 12(1), 151-160.</p> <p>Benjamin, W. (1992). The task of the translator: An introduction to the translation of Baudelaire's <i>Tableaux Parisiens</i>. (H. Zohn, Trans.). In H. Arendt (Ed.), <i>Illuminations</i> (pp. 70-82). London: Fontana Press.</p> <p>Bourdieu, P. (1986). The forms of capital. (R. Nice, Trans.). In A. H. Halsey, et al. (Eds.), <i>Education: Culture, economy, and society</i> (pp. 46-58). Oxford and New York: Oxford University Press.</p> <p>Chesterman, A. (2007). Bridge concepts in translation sociology. In M. Wolf & A. Fukari (Eds.), <i>Constructing a sociology of</i></p>																																						

	<p><i>translation</i> (pp. 171-183). Amsterdam and Philadelphia: John Benjamins Publishing.</p> <p>Chesterman, A. (1997). <i>Memes of translation: The spread of ideas in translation theory</i>. Amsterdam and Philadelphia: John Benjamins Publishing.</p> <p>Davis, K. (2001). <i>Deconstruction and translation</i>. Manchester: St Jerome Publishing.</p> <p>Derrida, J. (2001). What is a “relevant” translation? (L. Venuti, Trans.). <i>Critical Enquiry</i>, 2001(2), 174-200.</p> <p>Derrida, J. (1985). Des tours de Babel. (J. F. Graham, Trans.). In J. F. Graham (Ed.), <i>Difference in translation</i> (pp. 165-207). Ithaca and London: Cornell University Press.</p> <p>Gile, D., et al. (2001). Shared ground in translation studies: Continuing the debate. <i>Target</i>, 13(1), 149-168.</p> <p>Gouanvic, J. (2005). A Bourdieusian theory of translation, or the coincidence of practical instances: Field, ‘habitus’, capital and ‘illuso’. (J. Moore, Trans.). <i>The Translator</i>, 11(2), 147-166.</p> <p>Heilborn, J., & Sapiro, G. (2007). Outline for a sociology of translation: Current issues and future prospects. (S. Emanuel, Trans.). In M. Wolf & A. Fukari (Eds.), <i>Constructing a sociology of translation</i> (pp. 93-107). Amsterdam and Philadelphia: John Benjamins Publishing.</p> <p>Hermans, T. (1999). <i>Translation in systems: Descriptive and system-oriented approaches explained</i>. Manchester: St. Jerome Publishing.</p> <p>Inghilleri, M. (2005). The sociology of Bourdieu and the construction of the ‘object’ in translation and interpreting studies. <i>The Translator</i>, 11(2), 125-145.</p> <p>Munday, J. (2012). <i>Introducing translation studies: Theories and applications</i> (3rd edition). London and New York: Routledge.</p> <p>Neubert, A., et al. (2001). Shared ground in translation studies: A third series of responses. <i>Target</i>, 13(2), 333-350.</p> <p>Nord, C. (1991). Scopos, loyalty, and translational conventions. <i>Target</i>, 3(1), 91-109.</p> <p>Pym, A. (2014). <i>Exploring translation theories</i>. London and New York: Routledge.</p> <p>Saldanha, G. and Sharon O. (2014). <i>Research Methodologies in Translation Studies</i>, London: Routledge.</p> <p>Schäffner, C. (Ed.) (1999). <i>Translation and norms</i>. Clevedon: Multilingual Matters.</p> <p>Schäffner, C., & Holmes, H. K. (Eds.) (1995). <i>Cultural functions of translation</i>. Clevedon: Multilingual matters.</p> <p>Sela-Sheffy, R. (2005). How to be a (recognized) translator: Rethinking habitus, norms, and the field of translation. <i>Target</i>, 17(1), 1-26.</p> <p>Simeoni, D. (2008). Norm and the state: The geopolitics of translation theory. In A. Pym, M. Shlesinger & D. Simeoni (Eds.), <i>Beyond descriptive translation studies: Investigations in homage to Gideon Toury</i> (pp. 329-341). Amsterdam: John Benjamins Publishing.</p>
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	<p>Simeoni, D. (2007). Translation and society: The emergence of a conceptual relationship. In P. St-Pierre & P. C. Kar (Eds.), <i>In translation — reflections, refractions, transformations</i> (pp. 13-26). Amsterdam and Philadelphia: John Benjamins Publishing.</p> <p>Simeoni, D. (2007). Between sociology and history: Method in context and in practice. In M. Wolf & A. Fukari (Eds.), <i>Constructing a sociology of translation</i> (pp. 187-204). Amsterdam and Philadelphia: John Benjamins Publishing.</p> <p>Simeoni, D. (1998). The pivotal status of the translator's habitus. <i>Target</i>, 10(1), 1-39.</p> <p>Snell-Hornby, M. (1995). <i>Translation studies: An integrated approach</i>. Amsterdam and Philadelphia: John Benjamins Publishing.</p> <p>Steiner, G. (1975). <i>After Babel: Aspects of language and translation</i>. New York: Oxford University Press.</p> <p>Toury, G. (2012). <i>Descriptive translation studies and beyond</i> (revised edition). Amsterdam and Philadelphia: John Benjamins Publishing.</p> <p>van Doorslaer, V., et al. (Eds.) (2015). <i>Interconnecting translation studies and imagology</i>. Amsterdam and Philadelphia: John Benjamins Publishing.</p> <p>Venuti, L. (1998). <i>The scandals of translation: Towards an ethics of difference</i>. London and New York: Routledge.</p> <p>Venuti, L. (1995). <i>The translator's invisibility: A history of translation</i>. London and New York: Routledge.</p> <p>Wolf, M. (2007). Introduction: The emergence of a sociology of translation. In M. Wolf & A. Fukari (Eds.), <i>Constructing a sociology of translation</i> (pp. 1-36). Amsterdam and Philadelphia: John Benjamins Publishing.</p> <p>Wolf, M. (2007). The location of the "translation field": Negotiating borderlines between Pierre Bourdieu and Homi Bhabha. In M. Wolf & A. Fukari (Eds.), <i>Constructing a sociology of translation</i> (pp. 109-119). Amsterdam and Philadelphia: John Benjamins Publishing.</p>
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Subject Code	FH6302
Subject Title	Interpreting Studies
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<p>The subject aims to familiarize students with the state of the art of the newly emerged discipline of Interpreting Studies by guiding them through the evolution of the field, reviewing seminal concepts and models of major schools as well as helping them to identify present and future trends in this fast developing area. It also aims to develop students' critical understanding of the main interpreting theories by encouraging them to apply these theories to analyze their own or other professional's interpreting practices and to reflect on the cross-cultural communication issues arising from different stages of interpreting process.</p>
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ul style="list-style-type: none"> a. understand the evolutionary history of Interpreting Studies; b. grasp the essential difference between Translation Studies and Interpreting Studies; c. develop their knowledge of the main interpreting theories and schools; d. apply interpreting theories to analyze their own or other interpreting activities; e. have a sound understanding of the nature of interpreting research and the interpreting-specific research methods and the tools; f. to develop the ability to work as a team by doing group projects to solve interpreting-specific issues they have observed in real life; <p>Category B: Attributes for all-roundedness</p> <ul style="list-style-type: none"> g. develop their critical thinking abilities on interpreting as an important social, communicative and cognitive process; h. equip with the fundamental skills needed to perform interpreting research tasks;
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> 1. interpreting and/or versus translation: a brief history of conference interpreting; 2. major concepts of Interpreting Studies;

	<div>3. research methods in Interpreting Studies;</div> <div>4. models, approaches and paradigms of Interpreting Studies;</div> <div>5. process-oriented research of Interpreting Studies;</div> <div>6. product-oriented or performance-oriented research of Interpreting Studies;</div> <div>7. interpreting pedagogue and corpus-based approach to Interpreting Studies;</div> <div>8. code of ethics and future trends for Interpreting Studies</div>																																																									
Teaching/Learning Methodology	This subject will be taught through lectures and laboratory exercises. Students will be required to finish the pre-assigned reading materials related to the weekly topic before they come to the class. In addition to listening to instructor’s explanations, students are also required to do some interpreting tasks in the class. It is hoped that their hands-on experience will help them examine and reflect critically on the theories they have learnt. Students’ performance in interpreting will also be recorded for peer review and, if necessary, for further discussion among the class.																																																									
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weightin g</th><th colspan="8">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></tr><tr><td>1. Essay 1</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Essay 2</td><td>50%</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 colspan="8"></td></tr></table> <div>The subject will be assessed by two 2,000-word essays. In the essay, students are required to either review critically on one of the chosen topics in Interpreting Studies or comment on how interpreting theories impact on their practice or expand our knowledge towards certain aspects of interpreting.</div>										Specific assessment methods/tasks	% weightin g	Intended subject learning outcomes to be assessed (Please tick as appropriate)								a	b	c	d	e	f	g	h	1. Essay 1	50%	✓	✓	✓	✓	✓	✓	✓	✓	2. Essay 2	50%	✓	✓	✓	✓	✓	✓	✓	✓	Total	100 %								
Specific assessment methods/tasks	% weightin g	Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																								
		a	b	c	d	e	f	g	h																																																	
1. Essay 1	50%	✓	✓	✓	✓	✓	✓	✓	✓																																																	
2. Essay 2	50%	✓	✓	✓	✓	✓	✓	✓	✓																																																	
Total	100 %																																																									
Student Study Effort Expected	Class contact:																																																									
	• Lectures							39 Hrs.																																																		
	Other student study effort:																																																									
	• Library search							35 Hrs.																																																		
	• Reading relevant literature							58 Hrs.																																																		
	Total student study effort							132 Hrs.																																																		

<p>Reading List and References</p>	<p>Danks, Joseph H., Gregory M. Shreve, Stephen B. Fountain & Michael K. McBeath (eds) (1997) <i>Cognitive Processes in Translation and Interpreting</i>, Thousand Oaks, London & New Delhi: SAGE Publications.</p> <p>Gile, Daniel (ed) (2001) <i>Getting Started in Interpreting Research: Methodological Reflections, Personal Accounts and Advice for Beginners</i>, Amsterdam & Philadelphia: John Benjamins Publishing House.</p> <p>Garzone, Giuliaanna and Maurizio Viezzi (2002) <i>Interpreting in the 21st Century: Challenges and opportunities: Selected papers from the 1st Forli Conference on Interpreting Studies</i>, Amsterdam/ Philadelphia: John Benjamins Publishing Company.</p> <p>Gile, Daniel (1995) <i>Basic Concepts and Models for Interpreter and Translator Training</i>, Amsterdam & Philadelphia: John Benjamins Publishing Company.</p> <p>Lambert, Sylvie and Barbara Moser-Mercer (1994) <i>Bridging the Gap: Empirical research in simultaneous interpretation</i>, Amsterdam: John Benjamins Publishing.</p> <p>Nolan, James (2004) <i>Interpretation: Techniques and Exercises</i>, Clevedon: Multilingual Matters LTD.</p> <p>Phelan, M. (2001) <i>The Interpreter's Resource</i>, Clevedon: Multilingual Matters.</p> <p>Pöchhacker, Franz (2004) <i>Introducing Interpreting Studies</i>, London : Routledge.</p> <p>Pöchhacker, Franz and Miriam Shlesinger (2002) <i>The Interpreting Studies Reader</i>, London: Routledge.</p> <p>Sawyer, David B. (2004) <i>Fundamental Aspects of Interpreter Education: Curriculum and Assessment</i>, Amsterdam & Philadelphia: John Benjamins Publishing Company.</p> <p>Seleskovitch, Danica and Marianne Lederer (1995) <i>A Systematic Approach to Teaching Interpretation</i>, New York: The Registry of Interpreters for the Deaf.</p>
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Subject Code	FH6051
Subject Title	Computational Linguistics
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<p>This subject aims to achieve the following goals:</p> <ul style="list-style-type: none"> • To introduce students to the field of computational linguistics and its history. • To help students understand how linguistic structures can be automatically extracted and analyzed using computational methods. • To introduce students the various applications of computational linguistics and the basic technologies for such applications. • To provide students with the knowledge of related tools for text analysis and hands-on experience of using such tools. • To train students with basic programming skills for computational linguistics applications.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> (a) Understand and appreciate the development of the field of computational linguistics and its significance in modern applications; (b) Understand the complicated nature of human language and the challenges facing computational linguists; (c) Understand the scientific principles behind the various systems using natural language processing techniques; (d) Understand the principles of language resource annotation and information extraction; (e) Apply the above principles in analysis of data and acquire intended information through the use of tools; (f) Design simple programs for data extraction in different applications. (g) Problem solving using systematic ways and learning independently.
Subject Synopsis/ Indicative	<ul style="list-style-type: none"> • Introduction and overview • Regular expressions and state transition diagrams

Syllabus	<ul style="list-style-type: none">• Programming for text acquisition and search• Morphological analysis and processing• Segmentation and syntactic analysis• Semantics representation and analysis• Statistical models in natural language processing• Acquisition of language knowledge through the use of corpus• Annotation of language resources• Applications using computational linguistics such as information retrieval, information extraction and machine translation																																																			
Teaching/Learning Methodology	<p>This subject will be taught in a combination of lectures, tutorials and lab sessions. Lectures will cover concepts, algorithms and models with illustrative examples. Tutorials and lab sessions are designed to help students further their understanding of the materials covered in lectures and learn to apply the acquired knowledge to practical use.</p> <p>In addition to the above, students are also expected to complete assignments and lab exercises, and attend quizzes and tests.</p>																																																			
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="7">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></tr><tr><td>1. Assignments</td><td rowspan="2">40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Lab exercises</td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>3. Quizzes and tests</td><td>60%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="7"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>All the above assessment methods are appropriate for evaluating students' understanding of course materials and their programming skills and problem solving skills. Individual assignments provide assessment on a regular basis, which also serve as a means of self-monitoring for students. Lab exercises will emphasize the ability to apply knowledge to real-world problems. Quizzes and tests will assess students' overall understanding of the concepts and algorithms learnt in class and their mastery of basic programming skills.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							a	b	c	d	e	f	g	1. Assignments	40%	✓	✓	✓	✓	✓	✓	✓	2. Lab exercises			✓	✓	✓	✓	✓	3. Quizzes and tests	60%	✓	✓	✓	✓	✓	✓	✓	Total	100 %							
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																
		a	b	c	d	e	f	g																																												
1. Assignments	40%	✓	✓	✓	✓	✓	✓	✓																																												
2. Lab exercises				✓	✓	✓	✓	✓																																												
3. Quizzes and tests	60%	✓	✓	✓	✓	✓	✓	✓																																												
Total	100 %																																																			

Student Study Effort Required	Class contact:	
	▪ Lecture	26 Hrs.
	▪ Tutorial/Lab	13 Hrs.
	Other student study effort:	
	▪ Study lecture/text book materials for understanding of concepts	35 Hrs.
	▪ Homework and Programming Assignments, online QA, and preparation for quizzes and tests	40Hrs.
	Total student study effort	114Hrs.
Reading List and References	<p>Text Book: Dan Jurafsky and James H. Martin, Speech and Language processing, 2nd Addition, Prentice Hall, 2008</p> <p>References: Christopher Manning and Hinrich Schuetze, Foundations of Statistical Natural Language Processing, Ruslan Mitkov, The Oxford Handbook of Computational Linguistics, Oxford University Press, 2005. Christopher Manning, Prabhakar Raghavan, and Hinrich Schuetze, Introduction to Information Retrieval, Cambridge University Press, 2008 Steven Bird, ewan Klein, and Edward Loper, Natural Language Processing with Python, O'Reilly Media, 2009 Hopcroft, J.E. and Ullman, J.D., Introduction to Automata, Theory and Languages, Addison-Wesley, 1979.</p>	

Subject Code	FH6401
Subject Title	Speech Processing
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	N/A
Objectives	<p>This subject aims to achieve the following goals:</p> <ul style="list-style-type: none"> • To introduce to students how speech sounds are articulated and how to characterize speech sounds acoustically • To provide students with the knowledge of related tools for acoustic analysis and hands-on experience of using such tools • To train students with basic programming skills for large-scale speech analysis and speech perception experiments • To give an overview of the major technologies that are involved in speech recognition and synthesis • To introduce to students the state-of-the-art development in the industry of speech recognition and synthesis
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> (a) Understand the articulatory and acoustic features of speech production by human; (b) Understand the complexity of speech and the challenges facing speech engineers; (c) Apply acoustic phonetics knowledge in analysis of human speech data; (d) Understand the principles of automatic speech recognition and synthesis; (e) Design simple programs for speech analysis and perception; (f) Solve problems using systematic approaches.
Subject Synopsis/ Indicative Syllabus	<ul style="list-style-type: none"> • Phonetics <ul style="list-style-type: none"> - Speech sounds and phonetic transcription - Articulatory phonetics - Acoustic phonetics and speech analysis

	<ul style="list-style-type: none">• Advanced speech analysis and speech perception<ul style="list-style-type: none">- Programming with a scripting language- Large-scale speech analysis with scripts- Perception experiments with scripts• Text-to-speech (TTS) synthesis<ul style="list-style-type: none">- Fundamentals of TTS- TTS software and applications• Automatic speech recognition (ASR)<ul style="list-style-type: none">- Fundamentals of ASR- ASR software and applications																																																						
Teaching/Learning Methodology	<p>This subject will be taught with a combination of teaching methods, including lectures, tutorials and lab sessions. Lectures will cover concepts, algorithms and models with illustrative examples. Tutorials are designed to help students further their understanding of the materials covered in lectures, and lab sessions are intended to help students learn to apply the acquired knowledge to practical use. In addition to the above, students are also expected to complete assignments, lab exercises and attend quizzes and tests.</p>																																																						
Assessment Methods in Alignment with Intended Learning Outcomes	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">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></tr><tr><td>1. Two assignments</td><td>10% each (20% in total)</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>2. Five lab exercises</td><td>5% each (25% in total)</td><td></td><td></td><td>✓</td><td></td><td>✓</td><td>✓</td></tr><tr><td>3. Mid-term test</td><td>15%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>4. Final quiz</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table> <p>All the above assessment methods are appropriate for evaluating students' understanding of course materials and their programming skills and problem solving skills. Individual assignments provide assessment on a regular basis, which also serve as a means of self-</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Two assignments	10% each (20% in total)	✓	✓	✓	✓	✓	✓	2. Five lab exercises	5% each (25% in total)			✓		✓	✓	3. Mid-term test	15%	✓	✓	✓	✓	✓	✓	4. Final quiz	40%	✓	✓	✓	✓	✓	✓	Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																																																			
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Total	100 %																																																						

	monitoring for students. Lab exercises will emphasize the ability to apply knowledge to real-world problems. In-class tests and quizzes will assess students' overall understanding of the concepts and algorithms learnt in class and their mastery of basic programming skills.	
Student Study Effort Required	Class contact:	
	▪ Lecture	29 Hrs.
	▪ Tutorial/Lab	10 Hrs.
	Other student study effort:	
	▪ Study lecture notes and textbook materials	32 Hrs.
	▪ Homework and Programming Assignments	30 Hrs.
	▪ Preparation for Test and Final quiz	12 Hrs.
	Total student study effort	113 Hrs.
Reading List and References	<p>Textbooks</p> <p>Ladefoged, Peter, and Keith Johnson. A Course in Phonetics. Seventh ed. Stamford, CT: Wadsworth, 2015. Print.</p> <p>Dan Jurafsky and James H. Martin. Speech and Language Processing (2nd edition), Prentice Hall, 2008.</p> <p>Optional readings</p> <p>Keith Johnson. Acoustic & Auditory Phonetics (2nd edition), Blackwell Publishing, 2003.</p> <p>Lawrence R. Rabiner, B. H Juang. Fundamentals of speech recognition, Englewood Cliffs, N.J. : PTR Prentice Hall, 1993.</p> <p>Paul Taylor. Text-to-Speech Synthesis, Cambridge University Press, 2009.</p> <p>Recommended journals and conference proceedings</p> <p><i>Journal of Acoustic Society of America</i></p> <p><i>Journal of Phonetics</i></p> <p><i>Speech Communication</i></p> <p><i>Proceedings of Annual Meeting of the Association for Computational Linguistics (ACL)</i></p> <p><i>Proceedings of the biannual IEEE workshop on Automatic Speech Recognition and Understanding (ASRU)</i></p> <p><i>Proceedings of the International Conference on Acoustics, Speech and Signal Processing (ICASSP)</i></p>	

Subject Code	CBS6441
Subject Title	Advanced Topics in Psycholinguistics and Neurolinguistics
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	<p>The fields of psycholinguistics and neurolinguistics have made significant advancement in the past few decades. With the use of new behavioral and brain imaging techniques, many new insights into the cognitive and neural processes underlying language production and comprehension have been established. These go some way towards answering question such as: What neurobiological factors make human language possible? What cognitive and neural processes support the production and comprehension of language? How are these processes disrupted in individuals with speech and language disorders?</p> <p>This subject aims to provide a comprehensive overview of the cognitive and neural processes that are critical for the production and comprehension of language, and the influence of language disorders on those processes. It aims to help students to develop an understanding of the state-of-the-art developments in the two related fields.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Identify the most significant research issues in psycholinguistic and neurolinguistic research; Understand the major theoretical frameworks adopted in psycholinguistic and neurolinguistic research; Demonstrate an understanding of the critical psychological and neural processes underlying language production and comprehension; Demonstrate knowledge of abnormal psychological processes and brain activities/structures in speech and language disorders; Demonstrate critical thinking and analytical skills when conducting literature review of psycholinguistic and neurolinguistic research; Write literature reviews and research proposals in compliance with appropriate academic writing styles and conventions.

**Subject Synopsis/
Indicative Syllabus**

(Note 2)

Topics may include:

1. Introduction and language areas in the brain

- Classical cases: Broca's aphasia and Wernicke's aphasia
- Neuron and brain structure
- Neuroimaging techniques
- Localism vs. holism
- Brain models of language

2. Brain lateralization and language

- Brain lateralization
- Hemispheric lateralization of language

3. Neural bases of speech production

- Psycholinguistic models of speech production
- Neuroimaging studies

4. Neural bases of speech perception

- Theories of speech perception (motor theory and general auditory theory)
- Neuroimaging studies

5. Neural bases of semantic processing

- Cloze probability and semantic context constraint
- N400

6. Neural bases of syntactic processing

- Syntactic violations and garden-path sentences
- Left anterior negativity (LAN/ELAN) and P600

7. Neural bases of pragmatic processing

- Theory of mind
- Neuroimaging studies

8. Language acquisition

- Critical period
- Statistical learning
- Cognitive and neural bases for language acquisition

9. Developmental speech and language disorders

- Developmental dyslexia
- Specific language impairment

Teaching/Learning Methodology (Note 3)	This subject will be primarily delivered in lectures, complemented by seminars/tutorials. State-of-the-art theories and knowledge of language and the brain will be taught in the lectures, focusing on the topics in the synopsis above. Multimedia and web demonstrations may be used to enhance learning and facilitate discussions. Seminars are more interactive in nature. Students are required to write a term paper, which requires the student to critically reflect on and discuss specific issues related to language and the brain. The essay can be either a research report of a psycholinguistic or neurolinguistic study conducted by the student, or a critique of cognitive and/or neural bases of a certain linguistic phenomenon or language disorder.							
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	f
	1. Oral/Written report	40%	√	√	√	√	√	√
	2. Term paper	60%	√	√	√	√	√	√
	Total	100 %						
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students are required to give a brief oral/written report of a topic of their own choice on psycholinguistics/neurolinguistics. The report should include the topic chosen by the student (e.g., the cognitive and/or neural bases of a certain linguistic phenomenon or language disorder) and a few key references related to this topic. This report serves as a progress report for the eventual term paper.</p> <p>Students are required to write a term paper individually. They are encouraged to conduct a psycholinguistic or neurolinguistic study and write up the empirical findings in a research report. Alternatively, students may also write a critical review of a cluster of papers focusing on the cognitive and/or neural bases of a certain linguistic phenomenon or language disorder.</p>							
Student Study Effort Expected	Class contact:							
	• Lecture			26 Hrs.				

	• Tutorial	13 Hrs.
	Other student study effort:	
	• Reading	30 Hrs.
	• Preparation for oral presentation	15 Hrs.
	• Preparation for term paper	40 Hrs.
	Total student study effort	124 Hrs.
Reading List and References	<p>Required readings (designated chapters):</p> <p>Rose, S. (2006). <i>The Future of the Brain : The Promise and Perils of Tomorrow's Neuroscience</i>, Oxford University Press. 尚春峰、许多译。2016. 大脑的未来。科学出版社。</p> <p>Gazzaniga, M. S. and Mangun, G. R. (2014). <i>The Cognitive Neurosciences</i>. 5th Edn. Cambridge, Massachusetts: The MIT Press.</p> <p>Stemmer, B., & Whitaker, H. A. (2008). <i>Handbook of the Neuroscience of Language</i>. London; Burlington, MA: Academic/Elsevier.</p> <p>Recommended readings:</p> <p>Faust, M. (2012). <i>The Handbook of the Neuropsychology of Language</i>. Chichester: Wiley-Blackwell.</p> <p>Hickok, G., & Poeppel, D., (2007). The cortical organization of speech processing. <i>Nature Neuroscience</i>, 8, 393–402.</p> <p>Indefrey, P., & Levelt, W. J. M. (2004). The spatial and temporal signatures of word production components. <i>Cognition</i>, 92(1–2), 101–144.</p> <p>Ingram, J. C. L. (2007). <i>Neurolinguistics: An Introduction to Spoken Language Processing and its Disorders</i>. Cambridge: Cambridge University Press.</p> <p>Kean, M.-L. (1977). The linguistic interpretation of aphasic syndromes: Agrammatism in Broca’s aphasia, an example. <i>Cognition</i>, 5(1), 9–46.</p> <p>Lieberman, A. M., & Mattingly, I. G. (1985). The motor theory of speech perception revised. <i>Cognition</i>, 21(1), 1–36.</p> <p>Pugh, K. R., Mencl, W. E., Jenner, A. R., Katz, L., Frost, S. J., Lee, J. R.,</p>	

	<p>Shaywitz, S. E., Shaywitz, B. A. (2000). Functional neuroimaging studies of reading and reading disability (developmental dyslexia). <i>Mental Retardation and Developmental Disabilities Research Reviews</i>, 6(3), 207–213.</p> <p>Ullman, M. T., & Pierpont, E. I. (2005). Specific Language Impairment is not Specific to Language: The Procedural Deficit Hypothesis. <i>Cortex</i>, 41(3), 399–433.</p> <p>Vargha-Khadem, F., Watkins, K., Alcock, K., Fletcher, P., & Passingham, R. (1995). Praxic and nonverbal cognitive deficits in a large family with a genetically transmitted speech and language disorder. <i>Proceedings of the National Academy of Sciences of the United States of America</i>, 92(3), 930–933.</p> <p>Wang, William S-Y. 2013. Language learning and the brain: An evolutionary perspective. In: <i>Breaking Down the Barriers: Interdisciplinary Studies in Chinese Linguistics and Beyond</i>. Language and Linguistics Monograph Series 50. Eds. by Cao Guangshun, Hilary Chappell, Redouane Djamouri and Thekla Wiebusch, 21-48. Taipei: Institute of Linguistics, Academia Sinica.</p> <p>王士元. (2011). 语言、演化与大脑. 北京：商务印书馆.</p> <p>王士元. 2013. 語言演化的三個尺度. 科學中國人 1: 16-20.</p> <p>曾志朗. 智慧从何而来？科学人. 2014 年第 147 期 5 月号.</p> <p>曾志朗. 语音转录半世纪. 科学人. 2014 年第 147 期 5 月号.</p>
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Subject Code	CBS6442
Subject Title	Advanced Topics in Research Methodology for Language Sciences
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	This subject aims to provide systematic training on the research methodology and to explore in-depth research issues in some key areas in the field of language science and humanity. The course introduces essential research knowledge and skills needed to conduct research. The focus of this course will be on quantitative studies and it is intended to prepare students to conduct research for their dissertations.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Demonstrate advanced knowledge of research methods as appropriate for conducting scientific inquiry in the field of language science and humanities Engage in in-depth discussions on relevant research issues and conduct a review of literature Create new research designs that are appropriate for the goal of the research project Apply research skills in the research area(s) of their interests and analyze data with appropriate statistical methods Develop essential skills in critical thinking, academic reading and writing, and project-oriented learning
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<p>(Depending on the background of students, topics may include the following:)</p> <p>Research design</p> <ul style="list-style-type: none"> Learning how to conduct academic research Identifying current trends in academic studies Identifying a suitable topic in the research area(s) of interest Independently exploring themes and conducting literature review Understanding key components of a research proposal Research ethics <p>Quantitative research methods</p> <ul style="list-style-type: none"> Experimental, quasi-experimental and pre-experimental design

	<ul style="list-style-type: none">• Types of data collection: corpora/experiments/ questionnaires/ interviews, etc.• Techniques for psycholinguistic and neurolinguistic research• Techniques for preliminary data processing <p>Data analysis</p> <ul style="list-style-type: none">• Essential statistical concepts and the classification of data <p>Reporting research</p> <ul style="list-style-type: none">• Review and publishing																														
Teaching/Learning Methodology (Note 3)	Theory and practice will be fully integrated throughout the course. The subject will be delivered through lectures and interactive discussions with the use of different samples. The delivery of the concepts and methods of research will involve review and critique of significant research work in the field as well as case studies that have adopted a variety of related research methods and designs.																														
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">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></th></tr><tr><td>A series of homework assignments that require reading research papers, creating new research designs, and writing up reviews and reports</td><td>100%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The subject is assessed entirely through coursework. There will be a series of homework assignments throughout the semester that require students to read research papers, create new research designs, and write up reviews and reports. Students are assessed in terms of both subject knowledge and academic reading and writing skills.</p>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		A series of homework assignments that require reading research papers, creating new research designs, and writing up reviews and reports	100%	✓	✓	✓	✓	✓		Total	100 %						
Specific assessment methods/tasks	% weighting			Intended subject learning outcomes to be assessed (Please tick as appropriate)																											
		a	b	c	d	e																									
A series of homework assignments that require reading research papers, creating new research designs, and writing up reviews and reports	100%	✓	✓	✓	✓	✓																									
Total	100 %																														
Student Study	Class contact:																														

Effort Expected	<ul style="list-style-type: none"> • Lectures: 3 x 13 	39 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> • Assignments 	40 Hrs.
	<ul style="list-style-type: none"> • Reading 	30 Hrs.
	Total student study effort	109 Hrs.
Reading List and References	<p>Biber, D., Conrad, S. & Reppen, R. (1998). <i>Corpus linguistics: Investigating language structure and use</i>. Cambridge: Cambridge University Press.</p> <p>Burns, R. B. (2000). <i>Introduction to research methods</i> (4th Ed.). London: SAGE.</p> <p>Creswell, J. W. (2010). <i>Qualitative inquiry and research design: Choosing among five approaches</i> (2nd Ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Creswell, J. W. (2013). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (4th Ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Caro-Bruce, Cathy. (2000): <i>Action research facilitator's handbook</i>. National Staff Development Council.</p> <p>Carson, Terrance R; Sumara, Dennis J. (1997) <i>Action research as a living practice</i>. Frankfurt: Peter Lang.</p> <p>Dornyei, Zoltan. (2007). <i>Research Methods in Applied Linguistics</i>. Oxford: Oxford University Press.</p> <p>Gries, S. T. (2013). <i>Statistics for linguistics with R: a practical introduction</i>. Berlin: Walter de Gruyter.</p> <p>Griffie, Dale T. (2012) <i>An introduction to second language research methods: Design and data</i>. TESL-EJ Publications.</p> <p>Gómez, P. C. (2013). <i>Statistical methods in language and linguistic research</i>. Sheffield, UK: Equinox.</p> <p>Keeves, John P. (1997) <i>Educational research, methodology, and measurement: an international handbook</i>. Oxford: Pergamon.</p> <p>Kvale, S. (2007). <i>Doing interviews</i> (Vol. 2). London: SAGE.</p> <p>Johnson, Keith. (2008). <i>Quantitative Methods in Linguistics</i>. Malden, MA: Blackwell.</p> <p>Lomax, Pamela, (1996) <i>Quality management in education: sustaining the vision through action research</i>. London; New York: Routledge.</p> <p>Lowie, W., & Seton, B. (2012). <i>Essential statistics for applied</i></p>	

	<p><i>linguistics</i>. Basingstoke / New York: Palgrave Macmillan.</p> <p>McEnery, T., Xiao, R., & Tono, Y. (2006). <i>Corpus-based language studies: An advanced resource book</i>. New York: Routledge.</p> <p>Modern Language Association (2009) <i>MLA Handbook for Writers of Research Papers</i>, 7th Edition.</p> <p>Partee, Barbara. Alice ter Meulen, and Robert Wall (2007). <i>Mathematical Methods in Linguistics</i>. Berlin: Springer.</p> <p>Rasinger, S. M. (2008). <i>Quantitative Research in Linguistics</i>. New York, Continuum.</p> <p>van Peer, Willie, Frank Hakemulder and Sonia Zyngier (2007) <i>Muses and Measures: Empirical Research Methods for the Humanities</i>. Cambridge: Cambridge Scholars Publishing.</p> <p>Wilson, Elaine (2013) <i>School-based research: a guide for education students</i>. Thousand Oaks, CA: Sage.</p> <p>桂詩春/寧春岩 2002 《語言學方法論》，外語教學與研究出版社。</p> <p>蔣巖 (主編) 2010 《走近形式語用學》，上海教育出版社。</p> <p>張衛國 2002 《漢語研究基本數理統計方法》，中國書籍出版社。</p> <p>伍茲【著】陳小荷【譯】 2000 《語言研究中的統計方法》，北京語言文化大學出版社。</p> <p>文秋芳 2004 《應用語言學研究方法與論文寫作(中文版)》，外語教學與研究出版社。</p>
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Subject Code	CBS6833
Subject Title	Lexical Semantics and Ontology
Credit Value	3 credits
Level	6
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	The study of how concepts are structured for knowledge representation and how they are conventionalized for linguistic representation hold keys to the understanding of how knowledge is formulated by language and shared by human. The two related fields studying these issues are ontology with focus on shared conceptual- knowledge structure and lexical semantics on how concepts are linguistically conventionalized and structured. The course aims to lay foundation for the study of ontology and lexical semantics as well as explore common research issues of these two fields.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Demonstrate an advanced understanding of current theories underpinning the study of language Develop abilities to do independent research in the fields of linguistics Develop competence to bridge theories with empirical findings in the fields of linguistics Master the skills in writing research findings in compliance with the appropriate style and academic conventions
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> ontology with focus on shared conceptual-knowledge structure lexical semantics on how concepts are linguistically conventionalized and structured <p>Indicative Syllabus</p> <p>Wk.1 Introduction: Language and Ontology as Knowledge System: Ontologies in the multi-modal, highly connected world.</p> <p>Wk.2 Overview of lexical semantics and role of lexical semantics in ontology</p> <p>Wk.3 Introduction to ontology (esp. SUMO)</p> <p>Wk.4 Ontology in the Multilingual Context (Introduction to WordNet and BOW)</p> <p>Wk.5 Ontological in the Chinese context (introducing CWN and Hantology)</p> <p>Wk.6 Topical Group: Ontology and Metaphor</p> <p>Wk.7 Topical Group: Ontology and Linguistic Theories</p> <p>Wk.8 Topical Group: Ontology and Linguistic Theories: Endurant/Perdurant</p> <p>Wk.9 wrapping up summaries/Individual consultation sessions to discuss your term paper</p> <p>Wk.10 Topical Group: Ontology and the interpretation of compounds</p> <p>Wk.11 Topical Group: Domain Specific Ontology and culture/ language preservations</p> <p>Wk.12 Topical Group: Ontology Lexicon Interfaces</p> <p>Wk.13 Presentation of term papers/Oral Exam</p>

Teaching/ Learning Methodology	The class will be delivered with a mixture of lectures and seminars. Five to six lectures will be given. In addition, students give presentations of their assigned readings, followed by comments from the instructor and fellow students, as well as class discussions over the relevant topics. Various examples, concepts, theories will be explained and discussed during classroom times					
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weight	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	1. Class paper presentation and overall contribution to the class	20%	✓	✓	✓	
	2. At least two oral presentations (one on literature and the other on his/her own research)	20%	✓	✓	✓	
	3. A final paper (5000+English words)	60%	✓	✓	✓	✓
	Total	100%				
	The assessments cover all intended learning outcomes; they will enable students to acquire the critical analysis skills for future independent research in this area.					
Student Study Effort Expected	Class contact					
	• Instructor – 3hours per week				39 Hrs.	
	Other student study effort					
	• Reading + assignment				126 Hrs.	
	Total student study effort				165 Hrs.	
Reading List and References	<p>Huang, Chu-Ren, Nicoletta Calzolari, Aldo Gangemi, Alessandro Lenci, Alessandro Oltramari and Lauren Prévot. 2010. (Eds.) <i>Ontology and the Lexicon</i>. Cambridge Studies in Natural Language Processing. Cambridge: Cambridge University Press.</p> <p>Maienborn, Claudia, von Heusinger Klaus and Portner. 2011. (Eds.) <i>Semantics: An Introduction Handbook of Natural Language Meaning</i>. Volume 1. De Gruyter Mouton</p>					

Subject Code	CBS6835
Subject Title	Corpus-based Linguistics Research
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	Corpus-based methods have become increasingly widely used in modern linguistic research, ranging from phonetics, psycholinguistics, cognitive linguistics, syntax and semantics, and discourse analysis. There are also a number of noticeable trends in the development of corpora, i.e. towards large-scale, multi-modal and richly annotated corpus data. These advancements have opened up new frontiers of linguistic research, while also presenting novel challenges to both research methodology and linguistic theories. This course aims to introduce the latest development in corpora and corpus-based methods, as well as explore the application of such methods to various theoretical linguistic research topics.
Intended Learning Outcomes	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Demonstrate an advanced understanding of current corpus-based approaches towards the study of language Develop abilities to do independent research in the fields of linguistics Develop competence to bridge theories with empirical findings in the fields of linguistics Master the skills in writing research findings in compliance with the appropriate style and academic conventions
Subject Synopsis/ Indicative Syllabus	<ol style="list-style-type: none"> Recent development in linguistic corpora resources New methods for analyzing corpus data Applying corpus-based methods to the study of language, with a focus on text analysis and natural language processing

Teaching/Learning Methodology	Students give presentations of their assigned readings, followed by comments from the instructor and fellow students, as well as class discussions over the relevant topics. Various examples, concepts, theories will be explained and discussed during classroom times.					
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	1. class paper presentation and overall contribution to the class	20%	✓	✓	✓	
	2. at least two oral presentations (one on literature and the other on his/her own research)	20%	✓	✓	✓	✓
	3. Final Exam (Oral Exam and a paper with 5000+ English words)	60%	✓	✓	✓	✓
	Total	100 %				
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: The assessments cover all intended learning outcomes; they will enable students to acquire the critical analysis skills for future independent research in this area.					
Student Study Effort Expected	Class contact:					
	• Class/meeting with instructor – 3 hours per week				42 Hrs.	
	Other student study effort:					
	• Reading + assignment				126 Hrs.	
	Total student study effort				168 Hrs.	

<p>Reading List and References</p>	<p>Cheng, Winnie. (2012). <i>Exploring Corpus Linguistics</i>. London and New York: Loutledge.</p> <p>O'Keeffe, A., & McCarthy, M. (2010). <i>The Routledge handbook of corpus linguistics</i>. Oxford: Routledge.</p> <p>Wynne, M. (Ed.). (2005). <i>Developing linguistic corpora: A guide to good practice</i>. Oxford: Oxbow Books. Retrieved from http://www.ahds.ac.uk/creating/guides/linguistic-corpora/index.htm</p> <p>Research articles published in <i>Language Resources and Evaluation</i>.</p>	
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Subject Code	FH6003 (See remarks for subject code breakdown)
Subject Title	DALS Thesis I
Credit Value	9
Level	6
Pre-requisite / Co-requisite/ Exclusion	Completion of at least 5 subjects (including 2 compulsory)
Objectives	This is among the most important learning activities of the DALS programme. The subject provides students with a platform to demonstrate their understanding of the relevant issues, conceptual models, and/or theories related to their chosen area of study, the ability of planning and applying state-of-the-art methodology to tackle the problem(s) or issue(s) arising from their chosen topic of inquiry, and the ability from formulating a problem to writing up the research proposal. The subject serves as the preparation stage for DALS Thesis II.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a) examine critically and in depth a topic of interest arising from their chosen area of study; b) formulate a problem/issue in their chosen area of study for further investigation; c) apply state-of-the art research methodology to tackle the problem or issue formulated; d) prepare an extended research proposal for further study.
Subject Synopsis/ Indicative Syllabus	There are four stages in the preparation of the thesis: (i) approval of the topic by the supervisor; (ii) approval of the outline of the proposed research plan; (iii) approval of the completed draft; and (iv) completion and submission. Thesis I represents the first and second stages of the thesis process. Students may choose any topic from any area in the programme for this thesis project, preferably related to the research interests of the teaching staff of the DALS.
Teaching/Learning Methodology	The student works with the supervisor on a one to one basis in the preparation of the research proposal. Students should consult and work both closely and independently from their supervisor(s). Regular face-to-face meetings between the student and the supervisor should be scheduled in addition to e-correspondence. Students should make use of the advice from the supervisor to work on their proposal

	independently.						
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	
	Continuous Assessment*	100%					
	Research proposal and thesis	100%	√	√	√	√	
	Total	100 %					
	<i>*Weighting of assessment method/tasks in continuous assessment may be different, subject to each supervisor.</i>						
<p>In consultation with the thesis supervisor, the student is expected to work out a proposed research plan which must show evidence of sound background research and state in the following specific term:</p> <ul style="list-style-type: none">a. aims and objectives;b. review of literature ad definition of the theoretical concepts to be used;c. the basis for the research problem with reference to other such research;d. the conceptual framework for the research;e. the methodology of the study, i.e. the ways in which data are to be collected, analyzed and reported;f. the research schedule;g. references. <p>Panel Assessment</p> <p>To pass this subject, students are required to obtain Pass in the Continuous Assessment components. The research proposal will be assessed by a panel of two or three academics. The student will have to defend the proposal in front of the panel, while the panel will decide that the proposal:</p> <ul style="list-style-type: none">a. may proceed with a research as proposed; orb. needs to make minor revisions before conducting the research; orc. needs to make major revisions within a 3-month period and these must be approved by the review panel before the participant begins conducting the research; ord. needs to make major revisions and present the proposal							

	within a 3 to 6 months period.	
Student Study Effort Expected	Class contact:	
	▪ Meeting between student & supervisor	30Hrs.
	Other student study effort:	
	▪ Preparation for dissertation proposal	480Hrs.
	Total student study effort	510Hrs.
Reading List and References	<p>Bitchener, John. (2010) <i>Writing an Applied Linguistics Thesis or Dissertation</i>. New York: Palgrave Macmillan.</p> <p>Lunenburg, Frederick C. (2008) <i>Writing a Successful Thesis or Dissertation</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Paltridge, Brian & Sue Starfield (2007) <i>Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors</i>. Routledge.</p> <p>文秋芳著，2001，《应用语言学：研究方法与论文写作》。北京：外语教学与研究出版社。</p> <p>(Additional readings to be provided by the supervisor.)</p>	
Remarks	<p>FH6003 will be divided into two subject codes for subject registration and tuition fee payment:</p> <ul style="list-style-type: none"> • FH6005 DALs Thesis I (Part 1 of 2) – 6 credits • FH6007 DALs Thesis I (Part 2 of 2) – 3 credits 	

Subject Code	FH6012 (See remarks for subject code breakdown)
Subject Title	DALS Thesis II
Credit Value	15
Level	6
Pre-requisite / Co-requisite/ Exclusion	FH6003 (DALS Thesis I)
Objectives	This is among the most important learning activities of the DALS programme. The subject provides students with a platform to demonstrate their ability to integrate what they have learned to tackle an important issue they encounter in their language-related profession with creative solutions or innovative applications. The students are expected to carry out the research project and complete the research paper with publishable quality at the level of a professional doctorate.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a) demonstrate a sophisticated understanding of relevant literature and issue(s) in the selected topic area; b) analyze research data in a systematic way and to a professional standard; c) apply related theories and/or conceptual models to the analysis and discussion of the research findings; d) present complex ideas clearly, accurately and in compliance with the conventions governing idea presentation in academic genres.
Subject Synopsis/ Indicative Syllabus	There are four stages in the preparation of the thesis: (i) approval of the topic by the supervisor; (ii) approval of the outline of the proposed research plan; (iii) approval of the completed draft; and (iv) completion and submission. Thesis II represents the third and forth stages of the thesis process.
Teaching/Learning Methodology	After the approval of the research proposal, students monitor their own progress throughout the preparation of the thesis. They will seek advice from their thesis supervisors whenever necessary. During tutorials, continuous monitoring will be made on students' performance such as verbal presentation and discussion of the assigned readings, relevance and comprehensiveness of the literature review and annotated bibliographies, planning, initiative, and thoroughness of the investigation, and quality of the submitted written assignments.

Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
			a	b	c	d
	Continuous Assessment*	100%				
	The Thesis	100%	√	√	√	√
	Total	100 %				

**Weighting of assessment method/tasks in continuous assessment may be different, subject to each subject lecturer.*

To pass this subject, students are required to obtain Pass in the Continuous Assessment components.

The Thesis

In assessing the thesis, the examiners will have regards to whether it is potentially publishable by considering:

- a. the extent to which the student has been able to meet the broad criteria laid down in the aims and objectives of thesis;
- b. the degree of originality;
- c. the significance of the findings;
- d. the way in which the participant has drawn upon and integrated theories and techniques;
- e. the overall quality of the written presentation.

Each examiner will provide a separate written report on the thesis prior to the oral examination.

Oral Examination

Two external examiners together with the supervisors will hold the viva examination. The main purpose of the oral examination is to satisfy the panel of examiners that the student’s work is his/her own and that thesis is up to professional standard. During the oral presentation, the student will be required to answer queries related to the thesis and identify applications and future directions.

Assessment

The Panel, following the oral examination will decide either:

- a. that the student be awarded the degree of DALs; or
- b. that the student be awarded the degree of DALs subject to minor amendments being made to the thesis; or
- c. that the student should revise and re-submit the thesis and/or that another oral examination is required; or
- d. that the thesis is deemed unsatisfactory and no resubmission

	is permitted.	
Student Study Effort Expected	Class contact:	
	▪ Dissertation Meetings & Discussion	60Hrs.
	Other student study effort:	
	▪ Preparation for dissertation / presentation	960Hrs.
	Total student study effort	1020Hrs.
Reading List and References	<p>Bitchener, John. (2010) <i>Writing an Applied Linguistics Thesis or Dissertation</i>. New York: Palgrave Macmillan.</p> <p>Lunenburg, Frederick C. (2008) <i>Writing a Successful Thesis or Dissertation</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Paltridge, Brian & Sue Starfield (2007) <i>Thesis and Dissertation Writing in a Second Language: A Handbook for Supervisors</i>. Routledge.</p> <p>文秋芳著，2001，《应用语言学：研究方法 with 论文写作》。北京：外语教学与研究出版社。</p> <p>(Additional readings to be provided by the supervisor.)</p>	
Remarks	<p>FH6012 will be divided into four subject codes for subject registration and tuition fee payment:</p> <ul style="list-style-type: none"> • FH6004 DALs Thesis II (Part 1 of 4) – 6 credits • FH6006 DALs Thesis II (Part 2 of 4) – 3 credits • FH6008 DALs Thesis II (Part 3 of 4) – 3 credits • FH6010 DALs Thesis II (Part 4 of 4) – 3 credits 	

Subject Code	FH6900
Subject Title	Advanced Academic English Literacy: Presenting Effectively
Credit Value	Non-credit bearing
Level	6
Pre-requisite/ Co-requisite/ Exclusion	No pre-requisite
Objectives	This subject aims to support doctoral students advanced academic literacy with a focus on giving academic presentations. The subject is specifically designed for applied language sciences doctoral students and draws on texts from applied linguistics.
Intended Learning Outcomes (Note 1)	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> select appropriate conferences and write effective abstracts. express ideas and arguments verbally using an appropriate register for academic presentations. understand the structure oral presentations, plan, design and deliver academic conference presentations. understand the tenor of a presentation, use coherent and appropriate language and respond to questions during academic presentations. adopt verbal and non-verbal communication strategies that enhance presentations. <p>Category B: Attributes for all-roundedness</p> <p>Through participating in the programme, you will also</p> <ol style="list-style-type: none"> develop analytical reasoning, critical thinking, problem solving skills and a sense of belonging to the academic discourse community: <ul style="list-style-type: none"> analytical reasoning: to think in a logical manner, supporting ideas with well-reasoned arguments and evidence. critical thinking: to evaluate information and evidence critically, able to recognize flaws or inconsistency in an argument. problem solving: to understand the problem, explore plausible answers, and select the most appropriate decision/solution.
Subject Synopsis/ Indicative Syllabus (Note 2)	<p>Session 1</p> <p>Selecting appropriate conferences</p> <p>Writing effective abstracts</p> <p>Session 2</p> <p>The purposes of and audiences for academic oral presentations</p> <p>The structure of an academic presentation</p> <p>Session 3</p> <p>Verbal qualities in academic oral presentations</p> <p>The importance of non-verbal qualities</p> <p>Critiquing videoed presentations</p> <p>Session 4</p> <p>The Q&A session – responding to questions effectively</p> <p>Producing effective PPT file</p> <p>The role of image and paralinguistic features in presentations</p>

	Session 5 Writing convincing abstracts Selecting appropriate conference Coherence and cohesion of abstracts Session 6 Oral presentations: student presentations Feedback from peers and teacher																																													
Teaching/Learning Methodology (Note 3)	The teaching and learning approach will be task-based, student-centred, interactive, and reflective. Students will learn how to become competent presenters. This subject requires critical and creative thinking, problem-solving and attention to detail.																																													
Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)	<table><tr><th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">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></tr><tr><td>1. Write an abstract</td><td>30%</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td>✓</td></tr><tr><td>2. Presentation</td><td>70%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr></table>								Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Write an abstract	30%	✓	✓				✓	2. Presentation	70%		✓	✓	✓	✓	✓	Total	100 %						
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The assessments directly reflect the demands of academic presentations from selecting the appropriate conference, writing the abstract and giving a presentation. All students will be expected to complete both assignments, even though the subject is a non-credit bearing subject.																																														
Student Study Effort Expected	Class contact:																																													
	▪ Seminar						15Hrs.																																							
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	▪ Read, prepare, draft and rehearse presentations						30Hrs.																																							
	▪ Review websites and video data of effective presentations.						15Hrs.																																							
	Total student study effort						60Hrs.																																							
Reading List and References	Bhattacharyya, E. (2014) Walk the talk: Technical oral presentations of																																													

	<p>engineers in the 21st century. <i>Social and Behavioral Sciences</i>, 123, 344-352.</p> <p>Evans, S. (2013). Just wanna give you guys a bit of an update': Insiderperspectives on business presentations in Hong Kong. <i>English for Specific Purposes</i>, 32, 195-207.</p> <p>Forey, G. & Feng, D. (forthcoming, 2016) Interpersonal Meaning and Audience Engagement in Academic Presentations: A Multimodal Discourse Analysis Perspective. Hyland, K. & Shaw, P. (Eds) <i>The Routledge Handbook of English for Academic Purposes</i> Oxon: Routledge.</p> <p>Gallo, C. (2014). <i>Talk like TED: the 9 public speaking secrets of the world's top minds</i>. New York: St. Martin's Press.</p> <p>Halliday, M. A. L. (1985). <i>Spoken and written language</i>. Oxford: Oxford University Press.</p> <p>Hood, S. & Forey, G. (2005). Presenting a conference paper: Getting interpersonal with your audience. <i>Journal of English for Academic Purpose</i>, 24, 291-306.</p> <p>Querol-Julian, M. & Fortanet-Gomez, I. (2012). Multimodal evaluation in academic discussion sessions: How do presenters act and react? <i>English for Specific Purposes</i>, 31, 271 – 283.</p> <p>Reershemius, G. (2012). Research cultures and the pragmatic functions of humoring academic research presentations: A corpus-assisted analysis. <i>Journal of Pragmatics</i>, 44, 863–875.</p> <p>Recski, L. (2005). Interpersonal engagement in academic spoken discourse: A functional account of dissertation defenses. <i>English for Specific Purposes</i>, 24, 5-23.</p> <p>Rowley-Jolivet, E. (2002) Visual discourse in scientific conference papers. A genre-based study. <i>English for Specific Purposes</i>, 21(1), 19–40.</p> <p>Rowley-Jolivet, E. (2004). Different visions, different visuals: a socialsemiotic analysis of field-specific visual composition in scientific conference presentations. <i>Visual Communication</i>, 3(2), 145-175.</p> <p>Rowley-Jolivet, E. & Carter-Thomas, S. (2005). The rhetoric of conference presentation introductions: context, argument and interaction. <i>International Journal of Applied Linguistics</i>, 15(1), 45-</p>
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	<p>70.</p> <p>Thompson, S. E. (2003). Text-structuring metadiscourse, intonation and the signalling of organisation in academic lectures. <i>Journal of English for Academic Purposes</i>, 2(1), 5-20.</p> <p>Ventola, E., Shalom, C. & Thompson, S. (Eds.), <i>The Language of Conferencing</i>. Frankfurt am Main: Peter Lang.</p> <p>Wulff, S., Swales, J. M. & Keller, K. (2009). 'We have about seven minutes for questions': The discussion sessions from a specialized conference. <i>English for Specific Purposes</i>, 28, 79-92.</p> <p>Zareva, A. (2013). Self-mention and the projection of multiple identity roles in TESOL graduate student presentations: The influence of the written academic genres. <i>English for Specific Purposes</i>, 32, 72-83.</p>
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(drafted by Gail Forey, December 2015)

Subject Code	FH6901
Subject Title	Advanced Academic English Literacy: Reading and Writing
Credit Value	Non-credit bearing
Level	6
Pre-requisite/ Co-requisite/ Exclusion	No pre-requisite
Objectives	This subject aims to support doctoral students advanced academic literacy with a focus on reading and writing. The subject is specifically designed for applied language sciences reading and writing support programme that will advance the student's approach to reading and how to write more effectively.
Intended Learning Outcomes (Note 1)	<p>Upon completion of the subject, students will be able to:</p> <p>Category A: Professional/academic knowledge and skills</p> <ol style="list-style-type: none"> read and take notes more effectively express ideas and arguments in writing using an appropriate register for academic contexts. acknowledge, synthesize and incorporate sources to support a written argument. understand the overall structure, coherence and logico-semantic development and cohesion of an academic thesis. identify, analyse and use the appropriate register, argumentative and persuasive language found in EAP texts. <p>Category B: Attributes for all-roundedness</p> <p>Through participating in the programme, you will also</p> <ol style="list-style-type: none"> develop analytical reasoning, critical thinking, problem solving skills and a sense of belonging to the academic discourse community: <ul style="list-style-type: none"> analytical reasoning: to think in a logical manner, supporting ideas with well-reasoned arguments and evidence. critical thinking: to evaluate information and evidence critically, able to recognize flaws or inconsistency in an argument. problem solving: to understand the problem, explore plausible answers, and select the most appropriate decision/solution.
Subject Synopsis/ Indicative Syllabus (Note 2)	<p>Session 1</p> <p>Introduction to academic writing: Focus on register</p> <p>Accessing sources of information: the importance of note taking</p> <p>The structure of academic DALs thesis</p> <p>Writing the Introduction</p> <p>Session 2</p> <p>Writing the Literature Review: Focus on patterns of argumentation</p> <p>Synthesizing references.</p> <p>The organization of the literature review</p> <p>Patterns of argumentation: cause and effect, discussion-evaluation, problem-solution, persuasive resources in academic writing, etc.</p> <p>Using sources: summarizing and synthesizing information</p>

	<p>Citation of sources</p> <p>Session 3</p> <p>Writing the Methodology section: Focus on coherence</p> <p>With a focus on coherence at a macro and paragraph level</p> <p>Lexico-grammatical patterns and choices in academic text</p> <p>Session 4</p> <p>Writing the Findings and Discussion section: Focus on cohesion</p> <p>Theme and Rheme cohesion in academic writing</p> <p>Improving the flow of information in academic thesis</p> <p>Session 5</p> <p>Writing conclusions: Focus on nominal and verbal group</p> <p>Drawing ideas together in the conclusion</p> <p>Understanding and using persuasive arguments in academic English</p>																																				
Teaching/Learning Methodology <i>(Note 3)</i>	<p>The teaching and learning approach will be task-based, student-centred, interactive, and reflective. Students will learn how to become competent presenters. This subject requires critical and creative thinking, problem-solving and attention to detail.</p>																																				
Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th><th rowspan="2">% weighting</th><th colspan="6">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></tr> </thead> <tbody> <tr> <td>1. Literature Review</td><td>100%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr> <tr> <td>Total</td><td>100 %</td><td colspan="6"></td></tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The assessment directly reflects academic writing and will be a valuable skill that can be applied to many assignments and written tasks beyond this subject. All students will be expected to complete the assignment, even though the subject is a non-credit bearing subject.</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						A	b	c	d	e	f	1. Literature Review	100%	✓	✓	✓	✓	✓	✓	Total	100 %						
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	Total student study effort	60Hrs.
Reading List and References	<p>Hood, S. (2012) <i>Academic Encounters: Life in Society</i>. New York: Cambridge University Press.</p> <p>Hood, S. (2010) <i>Appraising Research: Evaluation in Academic Writing</i>. London Palgrave Macmillan.</p> <p>Hood, S. (2006) The persuasive power of prosodies: Radiating values in academic writing. <i>Journal of English for Academic Purposes</i>, vol. 5, no. 1, pp. 37-49.</p> <p>Hood, S. (2005) The co-patterning of attitude and field in academic writing: what gets evaluated how?. <i>Australian Review of Applied Linguistics</i>, vol. S, no. 19, pp. 23-40.</p> <p>Hyland, K. (2015). <i>Academic Written English</i>. Shanghai Foreign Language Education Press.</p> <p>Hyland, K. (2009). <i>Academic Discourse</i>. London: Continuum.</p> <p>Hyland, K. (2006). <i>English for Academic Purposes: An Advanced Resource Book</i>. London: Routledge.</p> <p>Hyland, K. & Shaw, P. (Eds) <i>The Routledge Handbook of English for Academic Purposes</i> Oxon: Routledge.</p> <p>Lin, L. and Evans, S. (2012). Structural patterns in empirical research articles: A cross-disciplinary study. <i>English for Specific Purposes</i>, 31(3), 150-160.</p> <p>Swales, J. & Feak, C. 2012. <i>Academic Writing for Graduate Students</i>. Michigan: University of Michigan Press.</p> <p>Key Journals</p> <p>Journal of English for Academic Purposes</p> <p>Journal of English for Specific Purposes</p>	

(drafted by Gail Forey, December 2015)