

PHIL 4800A
Thesis 論文

Course Outline

Time : W 2:30pm-5:15pm

Location :

LDS 218

Course Description:

Final year students are required to take this course and write a thesis that represents the culminating experience of their undergraduate studies. The course involves both classroom learning and self-directed thesis project with supervision by course teachers

本課屬畢業班必修科目。同學須撰寫一篇論文，展現及總結於本科課程所習所得。本課結合堂上討論及個人之論文研究及撰作(輔以老師指導)。

Equivalent Offering:

- **Units:** 3 (Min) / 3 (Max) / 3 (Acad Progress)
- **Grading Basis:** Graded
- **Repeat for Credit:** N
- **Multiple Enroll:** N

Learning Outcomes:

Through class discussion, presentation and individual research, students are expected to

- demonstrate familiarity with the primary and secondary sources pertaining to their thesis topic,
- be able to identify some significant philosophical issues on the topic, and
- explore in depth and discuss competently these issues.

Course Syllabus:

Final year students are required to take this course and write a thesis that represents the culminating experience of their undergraduate studies. This course involves both classroom learning and self-directed thesis writing with supervision by the course teacher.

Assessment Type:

- Thesis: 60 %
- Performance in class (including discussion and presentations): 20%
- Performance in one-on-one sessions: 20%

Course Schedule

Weeks 1-2	A lecture on research methodology Submission of thesis topic In-class discussion on topic submitted
Weeks 3-4	No class sessions Drafting individual thesis proposal and thesis outline
Weeks 5-6	Class presentations: thesis outline

Weeks 7-11	No class sessions Writing first complete draft of thesis One-on-one meetings with instructor
Weeks 12-13	Class presentations: thesis
Last day of exam. period	Submission of written thesis

Required Readings:

To be specified by the course teachers depending on proposed thesis topics

Recommended Readings:

To be specified by the course teachers depending on proposed thesis topics

Feedback for Evaluation:

- Discussion to assess students' learning progress
- Teachers' reflections

Grade Descriptors for Essays

[Excellent] A (85-92) or [Very Good] A- (80-84)

Argument

- You provide a detailed and specific thesis statement that clearly describes the main claim(s) you will be arguing for and indicates how what you plan to say adds something to the discussion, rather than mostly repeating the material we have read.
- You defend your claims in a well-developed way by giving and explaining your reasons for your position.
- You identify likely objections, present them charitably and respond to them effectively.
- You carefully explain the theoretical and/or practical implications of your argument.

Theory Analysis

- You provide an accurate account of the relevant parts of the theory.
- You illuminate the relationship between the theory's conclusion(s) and its arguments.
- You quote relevant key passages with proper citations.
- You define key terms, and explain their role and how they relate to each other.
- You discuss what the thinker would probably have said about an issue by drawing on what he/she did say about other related matters.

Writing Style

- You choose your words carefully. The language is precise rather than vague, natural rather than awkward, straightforward rather than ostentatious.
- Each piece of the essay is presented in a way that makes it clear to the reader how it is relevant to your thesis.
- Where appropriate, you use real or hypothetical examples to help illustrate abstract points.

[Good] B+ (76-79), B (72-75) or B- (68-71)

Argument

- Thesis statement is clear, but general and unambitious.
- The reasons given to support claims are occasionally weak or too brief. Some claims in need of defence are merely asserted.
- Some key objections are not considered, or the response is weak or too brief.
- Theoretical and/or practical implications are not explained, or the explanation is vague and imprecise.

Theory Analysis

- There are minor inaccuracies in the account of the theory. Some small points are overlooked.
- The theory's arguments for its conclusion(s) are described, but the relationship between them is not explained, or the explanation is vague and imprecise.
- Use of quotations is sometimes missing or erratic or without proper citations.
- Some key concepts are not defined, or are defined carelessly.

Writing Style

- The language is generally clear, but occasionally lacks precision or naturalness or desirable simplicity.
- The relevance of small parts of the essay is not made clear.

- Illustrative examples are used rarely or not at all.

[Fair] C+ (64-67), C (60-63) or C- (56-59)

Argument

- Thesis statement is absent or insignificant or confused.
- The reasons given to support claims are usually weak or too brief. Many claims in need of defence are merely asserted.
- Objections are not considered, or they are only a straw-man version, or the response is ineffective.
- Implications are not identified, or they are asserted without explanation.
- The argument is likely to contain contradictions.

Theory Analysis

- There are significant inaccuracies in the account of the theory. Some major points are overlooked.
- The theory's conclusion(s) are described without reference to its arguments.
- Use of quotations is missing or erratic or without proper citations.
- Key concepts are not defined, or are defined incorrectly.

Writing Style

- The language is often unclear, due to being vague or awkward or ostentatious.
- The relevance of significant parts of the essay is not made clear.
- Illustrative examples are used incorrectly or not at all.

[Pass] D+ (53-55) D (50-52)

Argument

- You demonstrate an awareness of what an argument is, and try to make one.

Theory Analysis

- You grasp at least the main features of some of the theory's most important points.

Writing Style

- The language is intelligible more often than not.

[Fail] F (0-49)

Argument

- You show little awareness of what an argument is, fail to make an argument, and show almost no effort to make one.

Theory Analysis

- You fail to grasp *any* of the major features of the theory. You have a fundamentally flawed and distorted understanding of the major points of the theory. On the whole, you demonstrate almost no effort in representing the theory accurately.

Writing Style

- The language is more unintelligible than not and the meaning of the language is very hard to discern. The essay is thoroughly unorganized.

Contact details for teacher(s) or TA(s)

Teacher	
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TA	
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Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>

With each assignment, students will be required to submit a signed **declaration** that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

Notes on Course Arrangement

1. First offering: Fall 2021; fall term of every year thereafter.
2. Term of enrollment: normally first term of Year 4
3. Course sessions
 - 3 sessions for each offering, one for each of the three broad areas: Anglo-American Philosophy, Continental Philosophy, and Eastern & Comparative Philosophy.
 - Instructors: one instructor for each session.
 - Student distribution: each student will be assigned to a suitable session on the basis of two preferred research areas they have indicated.
 - An information session for students to be enrolled will be held in the preceding February/March.
 - Announcement on distribution: April/May.
4. Briefing session by instructors
 - Students will participate in a briefing session by their respective instructor in June.