

PHIL 4800
Thesis 論文

Course Outline

Time: M 10:30am-1:15pm

Location: LSK210

Course overview (as shown on CUSIS)

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.

Learning outcomes (as shown on CUSIS)

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

Learning activities: Discussion, presentation, and thesis writing.

**There will be a meeting in the first week of teaching. Please arrive on time. Details of assessment and a schedule will be provided in the first meeting.*

Assessment scheme as prescribed on CUSIS (revise if necessary)

<i>Task nature</i>	<i>Description</i>	<i>Weight</i>
Discussion		40%
Essays		60%

Backup plan for assessment in case face-to-face teaching and assessment is not possible due to the pandemic (no need to fill in if the class and related assessments are to be conducted online)

<i>Task nature</i>	<i>Description</i>	<i>Weight</i>
Discussion	Use Zoom if necessary.	40%
Essays		60%

Remarks on Assessment Scheme (if any)

Grade Descriptor

[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.

Recommended learning resources: na

Course schedule

(Details will be provided in the first week of teaching.)

Details of course website

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

Teacher	
Name:	MANG, Fan Lun Franz
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TA	
Name:	
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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.