

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Systems Engineering and Engineering Management  
with effect from Semester A 2018/19**

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**Part I Course Overview**

**Course Title:** Capstone Project I

**Course Code:** SEEM3116

**Course Duration:** One Semester

**Credit Units:** 3

**Level:** B3

- Arts and Humanities  
 Study of Societies, Social and Business Organisations  
 Science and Technology

**Proposed Area:**  
*(for GE courses only)*

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* Nil

**Precursors:**  
*(Course Code and Title)* Completed at least 30 CUs of the student's major courses; students are recommended to take this course in penultimate year.

**Equivalent Courses:**  
*(Course Code and Title)* MBE3116/JC3116 Capstone Project I

**Exclusive Courses:**  
*(Course Code and Title)* Nil

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

The aim of this course is to enable a student to lay the necessary foundations of a selected research topic or theme within his/her programme of study. Capstone Project I is the first leg of a student's journey of discovery and innovation. It will prepare such a student for the challenge of the Capstone Project II in the final year.

The student is to be guided (either individually or as a group) by a supervisor, who will be responsible for the design, delivery and assessment of the proposed Capstone Project.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Define the scope of the intended research topic or theme	10%	√	√	√
2.	Explain the significance of the intended research topic or theme	10%	√	√	
3.	Discuss the state of the art knowledge of the intended research topic or theme	20%	√		
4.	Propose a capstone project of the intended research topic or theme with clearly stated elements of discovery or innovation	40%	√	√	√
5.	Communicate orally and in writing the proposed research intent	20%	√		
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
T1	Each student shall define, under the guidance and direction of a supervisor, the nature, aim, scope and significance of a selected research topic or theme related to his/her major.	√	√				N.A.
T2	Each student shall review and critique the available body of knowledge and background information related to the intended research topic or theme.			√			N.A.
T3	Each student shall formulate the appropriate methodology and develop a capstone project with clearly stated elements of discovery or innovation.				√		N.A.
T4	Present the Capstone Project Proposal orally and in writing (a detailed proposal and a well designed poster)					√	N.A.

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: <u>100%</u>							
<u>Continuous assessment</u> Each student taking this course will be required to undertake a series of guided studies as assigned by the supervisor which will include reading and critique of selected literature related to the intended research topic or theme. The student may be directed to attend certain lecture or seminar as deemed appropriate by the supervisor.  The content of this directed study course must be submitted to the course leader of the Capstone Projects by Week 4 of the semester for endorsement.	√	√	√	√		50%	
<u>Written proposal</u> The student is required to submit and present a detailed Capstone Project proposal to complete the course. The proposed Capstone Project must have clearly stated elements of discovery or innovation.				√		30%	
<u>Poster (A0 or A1 size)</u> Creative design of poster to highlight key elements of the proposed Capstone Project and how it will be carried out.					√	10%	e-poster
<u>Oral Presentation</u> Present the key elements of the proposed Capstone Project and how it will be carried out.					√	10%	
Examination: <u>0%</u>							
*The weightings should add up to 100%.						100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Coursework	Continuous assessment	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Written proposal	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Poster (A0 or A1 size)	High	Significant	Moderate	Basic	Not even reaching marginal levels
	Oral Presentation	High	Significant	Moderate	Basic	Not even reaching marginal levels

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

The course is flexible, and has no specific syllabus.

**2. Reading List**

**2.1. Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

N.A.

**2.2. Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

N.A.