

Course Syllabus

**offered by Department of Chemistry
with effect from Semester B 2017/18**

This form is for the completion by the *Course Leader*. The information provided on this form is the official record of the course. It will be used for the City University's database, various City University publications (including websites) and documentation for students and others as required.

Please refer to the Explanatory Notes on the various items of information required.

Prepared / Last Updated by:

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**City University of Hong Kong
Course Syllabus**

**offered by Department of Chemistry
with effect from Semester B 2017/18**

Part I Course Overview

Course Title: Academic and Industrial Research, Development and Innovation

Course Code: BCH6121

Course Duration: 1 semester

Credit Units: 3

Level: P6

Arts and Humanities

Proposed Area: Study of Societies, Social and Business Organisations
(for GE courses only) Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

In this course, students will be introduced to the academic and industrial aspects of scientific research and its role to increase the basic and applied knowledge of mankind as part of the development of a sustainable society. By completing the course students will be able to describe the brief history of knowledge and the different methods of learning, comprehend the role of serendipity in scientific discovery and differentiate between curiosity driven and problem solving research; will learn the key components of designing, performing, monitoring and evaluating experimental protocols; learn the basics of academic research as well as managing research, development and innovation (R&D&I) in industry including corporate strategy, R&D&I frameworks, core competencies and competitor assessment, strategic alliances, and R&D&I strategy development; and finally understand the importance of core values and ethics in scientific research. The course will enable the students to select a book or an article on modern science and understand the underpinning concepts.

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 [#]	Weighting*	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe the brief history of knowledge focusing on science and philosophy.	10%	✓		✓
2.	Explain the methods and the role of learning in different part of the world.	5%	✓		
3.	Analyse the role of serendipity in scientific discoveries and contrast curiosity driven and problem solving research.	10%	✓	✓	
4.	Describe how to design, perform, monitor and evaluate chemical experiments.	10%	✓	✓	✓
5.	Explain the methods of management of research, development and innovation in industry.	60%	✓		
6.	Analyse the role of ethics in scientific research	5%	✓	✓	✓
		100%			

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

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	6	
Lectures and tutorials	The most important themes in science and philosophy and their role in contemporary theories and practices will be described.	✓						
	The characteristics of various learning methods in different part of the world will be reviewed.		✓					
	Serendipitous scientific discoveries, curiosity driven research and problem solving investigations will be described and discussed.			✓				
	Designing, performing, monitoring and evaluating of chemical experiments will be demonstrated.				✓			
	The key components of managing research, development and innovation in industry will be described.					✓		
	The role of ethics in scientific research will be reviewed.						✓	
Videos	The performing and monitoring of chemical experiments will be demonstrated.				✓			

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	6		
Continuous Assessment: <u>40%</u>								
Tutorial Assignments		✓		✓	✓	✓	20%	
Group Presentations			✓				10%	
Reports	✓						10%	
Examination: <u>60%</u> (duration: 2 hours)								
* The weightings should add up to 100%.							100%	

Starting from Semester A, 2015-16, students must satisfy the following minimum passing requirement for BCH courses:

“A minimum of 40% in both coursework and examination components.”

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)
1. Tutorial Assignments	Ability to explain the concepts and methods of learning and scientific research in academic, governmental and industrial environments.	High	Significant	Moderate	Basic	Not even reaching marginal levels
2. Group Presentations	Ability to explain and demonstrate serendipitous scientific discoveries, curiosity driven research and problem solving investigations.	High	Significant	Moderate	Basic	Not even reaching marginal levels
3. Reports	<ul style="list-style-type: none"> Capacity for self-directed learning to understand the basics of important themes in science and philosophy and their role in contemporary theories and practices. Ability to explain the role of science and philosophy in contemporary theories and practices. 	High	Significant	Moderate	Basic	Not even reaching marginal levels
4. Examination	Ability to answer questions in details concerning the brief history of knowledge, the different methods of learning, comprehend the role of serendipity in scientific discovery and differentiate between curiosity driven and problem solving research, the key components of designing, performing, monitoring and evaluating experimental protocols, the basics of managing research, development and innovation in industry, and the ethics in scientific research.	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.)

- History
- Science
- Philosophy

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.)

1.	Lecture slides
2.	

2.2 Additional Readings

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

1.	Scaruffi P. <i>A Brief History of Knowledge</i> , Createspace (2004)
2.	Brown, P. C.; Roediger III, H. L.; McDaniel, M. A. <i>Make It Stick: The Science of Successful Learning</i> , Harvard University Press, Cambridge, MA (2014)
3.	Roberts, R. M. <i>Serendipity: Accidental Discoveries in Science</i> , Wiley, New York (1989)
4.	

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

GE PILO	Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)
PILO 1: Demonstrate the capacity for self-directed learning	
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	
PILO 3: Demonstrate critical thinking skills	
PILO 4: Interpret information and numerical data	
PILO 5: Produce structured, well-organised and fluent text	
PILO 6: Demonstrate effective oral communication skills	
PILO 7: Demonstrate an ability to work effectively in a team	
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	
PILO 9: Value ethical and socially responsible actions	
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

Selected Assessment Task