

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Media and Communication  
with effect from Semester A 2017/18**

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**Part I Course Overview**

**Course Title:** Social Science Research Workshop

**Course Code:** COM8001

**Course Duration:** One semester

**Credit Units:** 3

**Level:** R8

Arts and Humanities

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

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
(Course Code and Title) None

**Precursors:**  
(Course Code and Title) None

**Equivalent Courses:**  
(Course Code and Title) EN8003

**Exclusive Courses:**  
(Course Code and Title) None

## Part II Course Details

### 1. Abstract

The course aims to:

help students identify their implicit theoretical hunches, articulate those ideas into a researchable question, search and review the extant literature, and then propose a theoretical framework to discover new knowledge in the relevant context. It is also designed to help students develop a thesis proposal through practice, discussion, and mutual critique.

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

No.	CILOs <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Develop research problems and hypotheses, review the extant literature and discover new knowledge in the relevant domain	35%	✓	✓	✓
2.	Analyze the structure, logic, and experience of thesis writing	35%		✓	
3.	Discuss the standard, taste, and innovativeness of scholarship	30%	✓	✓	
		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)

TLA	Brief Description	CILO No.			Hours/week(if applicable)
		1	2	3	
Research proposal	Write research proposal based on a comprehensive review of the extant literature	✓	✓	✓	NA
Analysis	Discuss and analyze “model” work		✓	✓	1.5
Discussion	Discuss the logic and experience of research development		✓	✓	1.5

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

Assessment Tasks/Activities	CILO No.			Weighting*	Remarks
	1	2	3		
Continuous Assessment: <u>100%</u>					
Participation	✓	✓	✓	30%	
Research proposal	✓	✓	✓	70%	
Examination: <u>NA</u>					
* The weightings should add up to 100%.				100%	

## 5. Assessment Rubrics

Assessment Task	Criterion	Pass (P)	Failure (F)
Participation	ABILITY to EXPLAIN in DETAIL and with ACCURACY the principles and methods used in communication research	Satisfactory	Not even reaching marginal levels
Design and propose a research project	CAPACITY for SELF-DIRECTED LEARNING to understand the principles of communication research	Satisfactory	Not even reaching marginal levels

## Part III Other Information

### 1. Keyword Syllabus

Logic and craft of research. Conducting literature search and review. Writing for social sciences. Theoretical framework, research conceptualization, and hypothesis development. Methodology. Creativity and rigor.

### 2. Reading List

#### 2.1 Compulsory Readings

1.	Becker, Howard (1986). <i>Writing for Social Scientists</i> . Chicago: University of Chicago Press.
2.	Becker, Howard (1998). <i>Tricks of the Trade: How to Think About Your Research While You're Doing It</i> . Chicago: University of Chicago Press.
3.	Booth, Wayne C., Gregory G. Colomb, & Joseph M. Williams (1995). <i>The Craft of Research</i> . Chicago: University of Chicago Press.
4.	Mills, C. Wright (1959). <i>The Sociological Imagination</i> . New York: Oxford University Press.
5.	Rosenberg, Morris (1968). <i>The Logic of Survey Analysis</i> . New York: Basic.
6.	李金銓 (2004)。超越西方霸權：傳媒與文化中國的現代性。香港：牛津大學出版社。
7.	嚴耕望 (1981)。治史經驗談。台北：商務。
8.	Barzun, J. (1994). <i>Simple and Direct</i> . Chicago: University of Chicago Press.
9.	Barzun, J. & H. F. Graft (1992). <i>The Modern Researcher</i> (3rd ed.). Boston: Houghton Mifflin.
10.	Hammond, Phillip & Robert Bellah (Eds.). (1964). <i>Sociologists At Work</i> . New York: Basic.
11.	Hardt, Hanno (1992). <i>Critical Communication Studies</i> . London: Routledge
12.	Lerner, Daniel & Lyle Nelson (Eds.). (1977). <i>Communication Research: A Half-Century Appraisal</i> . Honolulu: University Press of Hawaii.
13.	Lynd, Robert (1970). <i>Knowledge for What?</i> Princeton: Princeton University Press.
14.	Merton, Robert K. (1966). <i>Social Theory and Social Structure</i> . New York: Free Press.

#### 2.2 Additional Readings

1.	Chapters from Shoemaker, P.J., Tankard, J.W., and Lasorsa, D. (2004). <i>How to Build Social Science Theories</i> . Sage Publications
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