**offered by Department of Public Policy
with effect from Semester A 2017/18**

Part I   Course Overview

Course Title:	MAPPM Dissertation
Course Code:	POL6903A
Course Duration:	Summer and Two semesters This course falls under the academic regulation for dissertation-type courses (AR12.5). *Normal duration of the course:* 3 semesters (Summer Term, Semester A & Semester B). *Maximum extension duration of the course:* 3 semesters (Summer Term, Semester A & Semester B). After which no further extension is permitted.
Credit Units:	6
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	With effect from Summer Term 2009, to be eligible to undertake a Dissertation, part-time students will normally be required to: 1. have gained at the end of their first year of study a CGPA of 3.2; and 2. submit a formal Dissertation Proposal towards the end of their first semester B of at least 2,000 words in which they set out: a. their proposed topic; b. their aims and objectives; c. their proposed methods and their rationale for the study; d. their rationale should also include a short literature review that helps to locate their study in a wider theoretical and, if appropriate, applied literature. Students studying in full-time mode may apply to undertake a Dissertation, but must submit a formal Dissertation Proposal of 2,000 words which will be subject to the approval of the Dissertation Committee.
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	POL6904 Capstone Project POL6202 Evidence-based Policy Issues and Evaluation POL6303 Comparative Public Sector Management

Part II   Course Details

1. **Abstract**

   This course aims to enhance students' ability to carry out independent research and to develop expertise in a chosen subject area. Through their work on the dissertation students should be able to demonstrate initiative and intellectual achievement in their application of the theory and techniques provided by the course as well as their abilities to discuss critically the chosen subject matter and the principles being applied. Where appropriate, the dissertation also aims to enable students to enhance their professional development and to make a research-based contribution to the understanding of important issues within their own organizations.

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 (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Discover and identify a relevant issue or topic on which to undertake a substantial piece of individual research		x	x	
2.	Think and debate critically on a focused subject area of the course		x	x	
3.	Develop a research strategy and methodology through which they will seek and use quantitative and qualitative data and materials relevant to their chosen subject area		x	x	x
4.	Define the scope and provide a rationale for the specific focus of their dissertation		x	x	x
5.	Identify and critically analyse, synthesize and evaluate appropriate public policy, management knowledge and theories relating to their topic		x	x	x
6.	Create and communicate the rationale, methods, appropriate data, analysis and conclusions of their research in a written dissertation		x	x	x
		100%			

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	
Supervised individual dissertation	Each student will be required to work independently, undertaking a new and individual piece of work related to the course. The Head of Department will allocate a dissertation supervisor from the academic staff to each student. The principal function of the supervision is to keep the dissertation activities focused, relevant and productive. It is the student's responsibility to initiate and maintain contact with the supervisor at such times and frequency as is mutually agreed between them. The development of the dissertation includes the following stages: ・ Approval of dissertation topic; ・ Approval of a dissertation outline / interim report ・ Approval of the draft dissertation; ・ Submission of the completed dissertation. The dissertation is normally required to be submitted by the end of the 13th week of Semester B of the second year of the course. The length of the main text of the dissertation shall be in the range of 8,000-10,000 words. The main text may be supplemented by footnotes and appendices.	√	√	√	√	√	√	0.75 hour per week of staff time per student for supervision (total 9.75 hours per semester, including the Summer Semester)

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: 100%								
The dissertation will be marked by the dissertation supervisor and by a second assessor. Each assessor will mark to a maximum of 50%, giving a total of 100% for the dissertation. Where the marks awarded by the two assessors differ widely, a third examiner will be appointed. The dissertation could be moderated by the External Academic Advisor. The assessment of the dissertation will be based on the criteria for assessment and the defined levels of competence as per Appendix A.	√	√	√	√	√	√	100% Coursework	
							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)
Dissertation	Ability to discover feasible topic for research; and the level of research, writing and communication skills.	Clear mastery over a variety of the research area chosen. Creative thinking as demonstrated by astute observations, discovery aptitude, and imaginations. Strong ability to develop a feasible research. Insightful findings deduced from field surveys. Excellent research, writing and communication skills.	Fairly good understanding of the research area chosen. Reasonable ability to discover research topics and to develop a feasible research. Meaningful findings deduced from field survey. Good research, writing and communication skills.	Basic understanding of the research area chosen. Minimal aptitude to discover worthy research topics. Barely adequate ability to develop a feasible research. Only some useful findings deduced from field survey. Basic research, writing and communication skills.	Poor understanding of the research area chosen. Poor ability to develop a feasible project plan. Findings from field survey are insignificant. Weak research, writing and communication skills.	Almost no understanding of the research area chosen. Unable to develop and execute a feasible research. Findings from field survey are inconsistent. Inadequate research, writing and communication skills.

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.)

    Supervised individual dissertation, literature review, problem identification, causes and problem analysis, recommendations for change, research and writing.

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.	Roberts, Carol (2004) *The dissertation journey: a practical and comprehensive guide to planning, writing, and defending your dissertation*. Thousand Oaks, Calif.: Corwin Press.
2.	Cooley, Linda (2003) *Dissertation writing in practice: turning ideas into text*. Hong Kong: Hong Kong University Press.
3.	Graziano, Anthony M. and Raulin, Michael L. (2007) 6th ed. *Research methods: a process of inquiry*. Boston, Mass.: Pearson Allyn and Bacon.
4.	Jackson, Sherri L. (2006) *Research methods and statistics: a critical thinking approach*. Belmont, CA: Thomson/Wadsworth.
5.	Watson, George (1987) *Writing a thesis: a guide to long essays and dissertations*. London: Longman.
6.	Giltrow, Janet (2002) 3rd ed. *Academic writing: writing and reading in the disciplines*. Peterborough, Ont.: Broadview Press.
7.	Slade, Carole (2003) 12th ed. *Form and style: research papers, reports, theses*. Boston, Mass.: Houghton Mifflin Co.
8.	Riedling, Ann Marlow (2002) *Learning to learn: a guide to information literacy*. New York: Neal-Schuman Publishers.
9.	Online Resources: Johnson, Gail (2007) *Research methods for public administrators* [electronic resource]. Westport, CT: Quorum Books.

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

POL6903A   MAPPM Dissertation

Competence Level

Criteria for assessment	Very high			Very low
Topic and Thesis Definition	*Clearly & effectively defines* a significant and substantial dissertation topic and argument demanding a complex level of professional problem-solving	*Defines* a significant and substantial dissertation topic and argument demanding a complex level of professional problem-solving	*Partially defines* a significant and substantial dissertation topic and argument demanding a complex level of professional problem-solving	*Does not define* a significant and substantial dissertation topic and argument demanding a complex level of professional problem-solving
Structure and Methodology	Provides a *thorough* rationale for selection of methodology, including identification of limitations of chosen methodology; *consistently follows* chosen methodology throughout the dissertation	Provides a rationale for selection of methodology, including identification of limitations of chosen methodology; *generally follows* chosen methodology throughout the dissertation	*Partially provides* a rationale for selection of methodology, including identification of limitations of chosen methodology; *basically follows* chosen methodology throughout the dissertation	*Does not provide* a thorough rationale for selection of methodology, including identification of limitations of chosen methodology; *does not follow* chosen methodology throughout the dissertation
Breadth and Depth of Research	Integrates relevant and adequate research and original source documents that support the argument	Integrates *some* relevant and adequate research and original source documents that support the argument	Integrates *minimal* relevant and adequate research and original source documents that support the argument	*Does not* integrate relevant and adequate research and original source documents that support the argument

Integration of learning	*Consistently* integrates and draws upon professional experience, practice, course-based knowledge, and research in the field to support one's position or perspective	*Overall* integrates and draws upon professional experience or practice, course-based knowledge, and research in the field to support one's position or perspective	*Occasionally* demonstrates ability to integrate and draw upon professional experience or practice, course-based knowledge, and research in the field to support one's position or perspective	*Rarely* demonstrates ability to integrate and draw upon professional experience or practice, course-based knowledge, and research in the field to support one's position or perspective
Analysis	Presents original analysis that is *clearly* argued throughout, including analysis of relevant literature, data collected, and illustrations used to support or develop the argument	Overall presents original analysis that is argued throughout, including analysis of relevant literature, data collected, and illustrations used to support or develop the argument	Presents *minimal* original analysis, including minimal analysis of relevant literature, data collected, or illustrations used to support or develop the argument.	Presents *no* original analysis, including minimal analysis of relevant literature, data collected, or illustrations used to support or develop the argument.
Conclusions	Offers well-argued conclusions supported by *vigorous* analysis and incorporation of evidence	Reflects well-argued conclusions supported by analysis and incorporation of evidence	Conclusions only *partially supported* by analysis and incorporation of evidence	Conclusions are *not supported* by analysis and incorporation of evidence
Recommendations:	Makes *strong* links between findings and the wider literature and debate to ground viable recommendations	Makes links between findings and the wider literature and debate to ground viable recommendations	Makes *some attempt* to link findings and the wider literature and debate to ground recommendations	Makes *little or no attempt* to link findings and the wider literature and debate to ground recommendations
Conventions of English	Few, if any, minor errors in sentence construction, usage, grammar, or mechanics	There may be a few minor or major errors in sentence construction, usage, grammar, or mechanics.	There are some common errors (major and minor) in sentence construction and mechanics but the writer generally demonstrates a correct sense of syntax.	There are numerous minor errors and some major errors. Sentence construction is below mastery and may display a pattern of errors in usage and mechanics.

Integration of Appropriate Sources	Integrates a *variety* of relevant sources, data, and fieldwork findings	Integrates *some variety* of relevant sources, data, fieldwork	Integrates *minimal variety* of relevant sources, data, fieldwork	*Does not* integrate a variety of relevant sources, data, or fieldwork
Personal Learning and Development	Demonstrates *high level* of independent and critical thinking that also contributes to student's personal and professional learning and development	Demonstrates *some* independent and critical thinking that also contributes to students' personal and professional learning and development	Evidence that the student *occasionally* demonstrates some independent and critical thinking that contributes to some personal or professional learning and development	*Little or no evidence* that the student demonstrates independent and critical thinking that contributes to personal or professional learning and development