

City University of Hong Kong
Course Syllabus

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

Part I Course Overview

Course Title:	Postgraduate Thesis Seminar
Course Code:	POL 8609
Course Duration:	one semester
Credit Units:	2
Level:	R8
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

This course aims to ease the transition in the intellectual lives of research postgraduates from course takers to independent researchers. Through regular structured discussion of the progress of the actual work of the students' thesis and research, led by a designated faculty, the course provides much needed enculturation as well as an opportunity to share ideas and experience on addressing concerns and solving problems in their research. The course will also bring the same cohort of students together to provide support and mutual stimulation of ideas. Similar courses in major universities overseas have proved effective in improving students' performance and enhancing successful completion.

2. Course Intended Learning Outcomes (CILOs)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Bridge the gap between 'course-takers' and independent researchers	30%	X		
2.	Develop the capacity to resolve difficulties in research and thesis by sharing ideas and experiences	50%	X	X	
3.	Continue to provide mutual support and assistance for each other	10%		X	X
4	Maintain good momentum of research and progress in thesis preparation	10%	X		
...					
		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)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Seminars	Structured seminars		X		X			1.5
Preparation of materials	Preparation of materials for presentation and discussion during seminars				X			
Individual consultation	Individual consultation with instructor			X	X			0.5
Small group discussion	Small group discussion before and after seminars			X	X			

4. Assessment Tasks/Activities (ATs)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: ____%								
Individual presentation on one's research or aspects of it				X			40	
Commentary on others' presentation and participation in discussion				X			30	
Submission of writing samples for discussion				X			30	
Examination: ____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

Assessment will be on a Pass or Fail basis. To pass the course, students have to undertake all the learning activities and produce intended outcomes.

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1.						
2.						
3.						
...						

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

1. Keyword Syllabus

Student-based learning; bridging gap; independent research; sharing and experience; new modes of intellectual engagement; enculturation; research strategies and skills; problem solving; research progress.

2. Reading List

2.1 Compulsory Readings

1.	George Watson, <i>Writing a Thesis: A Guide to Long Essays and Dissertations</i> , (London: Longman, 1987).
2.	Frank W. Lewins, <i>Writing a Thesis: A Guide to Its Nature and Organization</i> , (Canberra, ANUTACH, 1993).
3.	
...	

2.2 Additional Readings

1.	
2.	
3.	
...	