

City University of Hong Kong
Course Syllabus

offered by College/School/Department of Applied Social Sciences
with effect from Semester B 2017/2018

Part I Course Overview

Course Title: Integrative Project

Course Code: SS6591

Course Duration: Two semesters

Credit Units: 6

Level: P6

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: SS5421 Qualitative Research Methods *or its equivalent*; and
(Course Code and Title) SS5425 Quantitative Research Methods *or its equivalent*

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

This course aims to offer students an opportunity to organize sociological theories, practice and demonstrate research skills in inquiring an issue concerning Applied Sociology.

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.	apply sociological theories and research methods to conduct an independent research project;	25%	√	√	√
2.	analyze and interpret the knowledge discovered effectively;	25%	√	√	√
3.	describe and present findings systematically;	20%		√	√
4.	devise innovative evidence-based recommendations to the issues under investigation; and	20%	√	√	√
5.	identify and assess the possible ethical issues in the process of designing and implementing study.	10%	√	√	√
		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		
Research Activities	In the first semester of study, students will work with the supervisor and the practice site supervisor (normally the agency in-charge) to develop a research proposal. This proposal must be approved by	√	√	√	√	√		

	<p>the supervisor and the practice site supervisor. Students will then spend approximately five months conducting research and writing the project report. The final draft of the project report is due at the end of the second semester.</p> <p>The research procedure will involve:</p> <ol style="list-style-type: none"> 1. students identify and determine, with guidance of supervisor and the agency in-charge, topics for project work in the field of Sociology which is acceptable to the supervisor and the agency in-charge concerned; 2. literature review, development and preparation of an individual study proposal; 3. data gathering and analysis; 4. preparation and presentation of the report in a professionally acceptable manner; and 5. presentation of findings and application to the agency / organization, and / or dissemination of results and proposal to the public. 							
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Individual Supervision	<p>The supervisor is the primary resource for project supervision. The Supervisor's roles are to:</p> <ul style="list-style-type: none"> -arrange consultations with students -provide guidance and advice during the development of the project -arrange suitable additional learning experiences for the student and certify their completion of the required hours - assess and mark project reports 	√	√	√	√	√		
Presentation	<p>The student is required to present his or her progress at the end of the first semester, and then the findings and recommendations at the end of the second semester. In addition, if required by the agency, the student also needs to present the findings to the agency at the end of the course; or as required by the supervisor, to present the findings to the public through means such as letter to editor.</p>	√	√	√	√			

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: 100%								
<u>Project Report</u> The assessment will be based on the final project report. The length of the written research paper shall be around 10,000 words.	√	√	√	√	√		80%	
<u>Presentations</u> Students have to make two formal presentations. For the first presentation, students are required to present their project objectives, literature review, theoretical framework and research methodology. For the second presentation, students are required to report their research process, present their research findings and recommendations.	√	√	√	√	√		20%	
Examination: ____% (duration: _____, if applicable)							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)
1. Project Report	Ability to conduct independent research; integration of sociological theories and practices; and academic writing skill	High	Good	Moderate	Basic	Poor
2. Presentations	Content, quality and skill of oral presentation	High	Good	Moderate	Basic	Poor

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 Project is to provide a real independent research practice to the students with supervision, on a topic, which they learn how to apply sociological theories, methods, skills and examine their professional orientations and ethics. The focus of the Project will be on an actual problem or issue agreed between the student and the supervisor. The students are required to study and analyze the actual problem, and to generate innovative recommendations. Apart from preparing a report, the students are also required to have formal presentation to other students, or concerned organization, if relevant.

2. Reading List

1.	Becker, H. S. (2007). <i>Writing for social scientists [electronic resource]: How to start and finish your thesis, book, or article</i> . Chicago, IL: University of Chicago Press.
2.	Denzin, N. K., & Lincoln, Y. S. (Eds.). (2000). <i>Handbook of qualitative research</i> (2nd ed). Thousand Oaks, CA: Sage.
3.	Emden, J. van, & Becker, L. (2004). <i>Presentation skills for students</i> . Basingstoke: Palgrave Macmillan.
4.	Grant, A. (1998). <i>Presentation perfect: How to excel at business presentations, meetings and public speaking</i> (rev. ed.). London: Industrial Society.
5.	Langton, P. A., & Kammerer, D. A. (2005). <i>Practicing Sociology in the community: A student's guide</i> . Upper Saddle River, NJ: Prentice Hall.
6.	Piantanida, M., & Noreen, B. G. (1999). <i>The Qualitative dissertation: A guide for students and faculty</i> , Thousand Oaks, CA.: Corwin Press.
7.	Straus, R. A. (Ed.). (2002). <i>Using Sociology: An introduction from the applied and clinical perspectives</i> (3 rd ed.). Lanham, MD: Rowman & Littlefield Publishers.
8.	Van Emden, J., & Becker, L. (2010). <i>Presentation skills for students</i> . New York, NY: Palgrave Macmillan.