

**City University of Hong Kong
Course Syllabus**

**offered by Department of Asian and International Studies
with effect from Semester A in 2017-18**

Part I Course Overview

Course Title:	Directed Study in Research Works II
Course Code:	AIS8124
Course Duration:	One Semester
Credit Units:	2
Level:	R8
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 enable students to engage in a critical review of the literature as a foundation to conduct analysis of theoretical frameworks and research methodologies in relation to their proposed area of studies. Supervision will be provided in relation to their proposed area of studies.

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.	Form independent evaluation of both theories and research methods in their selected fields of studies		x	x	
2.	Formulate research questions		x	x	
3.	Select correct approaches for their research questions		x	x	
4.	Formulate innovative hypotheses addressing their research questions		x	x	
		100%			

* If weighting is assigned to CILOs, they should add up to 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	
1.	Individual Supervisions	x				2 Hrs./wk
2.	Individual Discussions in Seminars		x	x	x	

4. Assessment Tasks/Activities (ATs)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: <u>100%</u>						
1 Essay (7,000 – 9,000 words)	x	x	x	x	75%	
Participation (Discussions in Research Seminars)	x	x	x	x	25%	
Examination: <u>0%</u> (duration: _____, if applicable)						
<i>* The weightings should add up to 100%.</i>					100%	

5. Assessment Rubrics

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. <u>Essay</u> (75%)	Theoretical basis for writing, Incorporation of case study materials, Engagement with key readings and secondary literature, spelling and grammar, Analysis of topic	Demonstrates high level of analytical thinking. Evidence of ability to fully comprehend and critique materials. The student is able to utilise theoretical concepts in critically explaining case study materials and extrapolate these materials into new areas. No spelling or grammatical mistakes. Excellent range of source materials.	Demonstrates good level of analytical thinking. Evidence of ability to fully comprehend and critique materials. The student is able to utilise theoretical concepts in critically explaining case study materials and extrapolate these materials into new areas. No spelling or grammatical mistakes. Good use of source materials.	Demonstrates poor level of analytical thinking, mostly descriptive. Evidence of ability to partially comprehend and critique materials. The student is able to utilise theoretical concepts in a limited way in explaining case study materials and has a restricted ability to extrapolate these materials into new areas. Some spelling or grammatical mistakes. Restricted and/or inappropriate references.	Demonstrates very limited or no analytical thinking, largely descriptive. Limited ability to comprehend and critique materials. The student is unable to utilise theoretical concepts in explaining case study materials and has a restricted ability to extrapolate these materials into new areas. Spelling or grammatical mistakes. Highly restricted or inappropriate references.	Demonstrates no analytical thinking, entirely descriptive. Limited ability to comprehend and critique materials. The student is unable to utilise theoretical concepts in explaining case study materials. Spelling or grammatical mistakes. Highly restricted and inappropriate references.
2. Participation (<u>Discussions in Research Seminar</u>) (25%)	Engages in discussions, able to address issues from both theoretical and empirical perspectives. Does not miss any seminars or meetings.	The student has not missed any seminars or meetings and has regularly contributed to discussions at a high level.	The student has missed 1-2 seminars or meetings without explanation and/or has regularly contributed to discussions but only at a discursive level.	The student has missed 2-3 seminars or meetings without justified explanation and has infrequently contributed to discussions at a discursive level.	The student has missed three seminars or meetings without justified explanation, but has generally contributed to discussions. Or the student has not missed more than three seminars or meetings without justified explanation, but has failed to contribute to discussions.	The student has missed more than three seminars or meetings without justified explanation, generally failed to contribute to discussions.

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

1. Keyword Syllabus

Individualized learning -- with supervisor and concerned students.

Consultation with members of the Qualifying Panel.

A list of required readings forming the basis of an advanced literature search.

2. Reading List

Brew, Angela (2001) *The nature of research : inquiry in academic contexts*. London ; New York : RoutledgeFalmer.

Clough, Peter and Cathy Nutbrown (2002) *A student's guide to methodology : justifying enquiry*. London ; Thousand Oaks, CA : SAGE.

Craswell, Gail (2005) *Writing for academic success : a postgraduate guide*. London ; Thousand Oaks : SAGE.

Hantrais, Linda and Steen Mangen (1996) *Cross-national research methods in the social sciences*. London ; New York : Pinter.

Locke, Lawrence F., Waneen Wyrick Spirduso and Stephen J. Silverman (2000) *Proposals that work : a guide for planning dissertations and grant proposals*. Thousand Oaks, Calif. : Sage.

Newman, Isadore, et. al. (1997) *Theses and dissertations : a guide to writing in the social and physical sciences*. Lanham, Md. : University Press of America.

Potter, Stephen (ed.) (2002) *Doing postgraduate research*. London : SAGE Publications in association with the Open University.

Wisker, Gina (2001) *The postgraduate research handbook : succeed with your MA, MPhil, EdD and PhD*. Basingstoke, Hampshire : Palgrave.

Online Resources:

Research Methodology and Statistics

<http://www.sociosite.net/topics/research.php>

Sociology Internet Resources

<http://vax.wcsu.edu/socialsci/socres.html>

Web Center for Social Research Methods

<http://www.socialresearchmethods.net/>