City University of Hong Kong
Course Syllabus

offered by Department of Social and Behavioural Sciences
with effect from Semester A 2018/2019

Part I   Course Overview

Course Title: Social Indicators Development

Course Code: SS6402

Course Duration: One semester

Credit Units: 3

Level: P6

**Medium of
Instruction:**   English

**Medium of
Assessment:**   English

Prerequisites:
(Course Code and Title)   Nil

Precursors:
(Course Code and Title)

Equivalent Courses:
(Course Code and Title)   Nil

Exclusive Courses:
(Course Code and Title)   Nil

Part II   Course Details

1.   Abstract

This course aims to provide students with the knowledge and skills in the construction of social indicators which help students understand their implications in social policies.

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.	recognize advanced theories and practices in the use of social indicators;	30%	✓		
2.	critically analyze the relevance of Western developed social indicators to the local setting;	20%	✓	✓	
3.	acquire knowledge and techniques in analyzing social indicators relevant to social policy making in the local setting; and	20%	✓		
4.	demonstrate independent competence in analyzing, presenting, and interpreting relevant social indicators.	30%	✓	✓	✓
		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			
Lecture	There will be lectures, with topics prepared and presented by lecturers. The lectures may assign students to read essential and/or supplementary readings concerning the topics.	√	√	√	√			
Workshop	Workshops are organized to equip students with the knowledge and techniques in	√	√	√	√			

	analyzing social indicators relevant to social policy making in the local setting.						

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%								
Individual Term Paper Each student is to write a term paper about the analysis of social indicator(s) in a unique area, following and probably going beyond steps suggested by the instructor. Accordingly, the term paper would apply a problem-solving approach to identify and tackle a social problem, review literature, present and analyze evidence, and assess the effectiveness of the solution helpful to discover useful insights.	√	√	√	√			45%	
Quiz A quiz is to assess the student's grasp of essential concepts and other knowledge introduced in the course. It is necessary to ensure that the student has the foundation for performing other tasks.	√	√	√	√			30%	
Group Presentation Students can form groups to report the general reflection on field visits. These presentations need to apply tone conducive to class discussions and new knowledge publicizing.	√	√	√	√			15%	
Class Discussion Students are to contribute actively in the classes through insightful	√	√	√	√			10%	

brainstorming and discussion, and eventually reporting the discussion.								
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. Individual term paper (45%)	Academic knowledge, fruitfulness and coherence	High Demonstration of substantially new or inspiring academic achievement, which is somewhat unparalleled, unprecedented, or serendipitous	Significant Demonstration of somewhat substantial academic achievement that is agreeable to be up to standard	Moderate Showing some creditable academic achievement	Basic Showing minimal academic achievement with much room for improvement	Poor Dumping something below the standard of academic achievement that deviates from and/or falls below the requirement or expectation
2. Quiz (30%)	Academic knowledge	High	Significant	Moderate	Basic	Poor
3. Group presentation (15%)	Academic knowledge, fruitfulness and coherence	High Demonstration of substantially new or inspiring academic achievement, which is somewhat unparalleled, unprecedented, or serendipitous	Significant Demonstration of somewhat substantial academic achievement that is agreeable to be up to standard	Moderate Showing some creditable academic achievement	Basic Showing minimal academic achievement with much room for improvement	Poor Dumping something below the standard of academic achievement that deviates from and/or falls below the requirement or expectation
4. Class discussion (10%)	Academic knowledge, fruitfulness and coherence	High Demonstration of substantially new	Significant Demonstration of somewhat	Moderate Showing some creditable	Basic Showing minimal academic	Poor Dumping something below the standard

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		or inspiring academic achievement, which is somewhat unparalleled, unprecedented, or serendipitous	substantial academic achievement that is agreeable to be up to standard	academic achievement	achievement with much room for improvement	of academic achievement that deviates from and/or falls below the requirement or expectation

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.)
   Functions of social indicators; development of social indicators; analysis with social indicators; policymaking with social indicators; applications of social indicators.

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.	Horn, Robert Victor. 1993. *Statistical Indicators for the Economic & Social Sciences* Cambridge, UK: Cambridge University Press.
2.	Atkinson, Tony. 2002. *Social Indicators: The EU and Social Inclusion*. Oxford, UK: Oxford University Press.

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

1.	Ben-Arieh, Asher, and Robert M. Goerge. 2006. *Indicators of Children's Well-being: Understanding Their Role, Usage and Policy Influence*. Dordrecht, Netherlands: Springer.
2.	Biggs, Selden. 2007. *The Practice of American Public Policymaking*. Armonk, NY: Sharpe.
3.	Bogenschneider, Karen, and Thomas J. Corbett. 2010. *Evidence-based Policymaking: Insights from Policy-minded Researchers, and Research-minded Policymakers*. New York: Routledge.
4.	Brown, Brett V. 2008. *Key Indicators of Child and Youth Well-being*. New York: Lawrence Erlbaum.
5.	Diener, Ed, Richard E. Lucas, Ulrich Schimmack, and John F. Helliwell. 2009. *Well-being for Public Policy*. Oxford, UK: Oxford University Press.
6.	Eral, Louise, and Fred Gault. 2006. *National Innovation: Indicators and Policy*. Cheltenham, UK: Edward Elgar.
7.	Estes, Richard J. 2005. *Social Development in Hong Kong: The Unfinished Agenda*. Oxford, UK: Oxford University Press.
8.	Estes, Richard J. 2007. *Advancing Quality of Life in a Turbulent World*. Dordrecht, Netherlands: Springer.
9.	Haller, Max, Roger Jowell, and Tom W. Smith. 2009. *The International Social Survey Programme: 1984-2009*. Abingdon, UK: Routledge.
10.	McGillivray, Mark, and Matthew Clarke. 2006. *Understanding Human Well-being*. Tokyo, Japan: United Nations University Press.

11.	McGillivray, Mark. 2007. *Human Well-being: Concept and Measurement.* Basingstoke, UK: Palgrave.
12.	Phillips, Rhonda. 2005. *Community Indicators Measuring Systems.* Aldershot, UK: Ashgate.
13.	Sirgy, M. Joseph, Don Rahtz, and David Swain. 2006. *Community Quality of Life Indicators.* Dordrecht, Netherlands: Springer.
14.	Wong, Cecilia. 2006. *Indicators for Urban and Regional Planning: The Interplay of Policy and Methods*. London: Routledge.