

**City University of Hong Kong
Course Syllabus**

**offered by School of Law
with effect from Semester A 2023/24**

Part I Course Overview

Course Title:	Research Seminars
Course Code:	LW8800
Course Duration:	Two semesters
Credit Units:	2 credit units per course
Level:	R8
Medium of Instruction:	English and/ or Chinese, depending on the language(s) used by the speakers.
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>	LW8800A/B Research Seminars

Part II Course Details

1. Abstract

This course aims to expose research degree students to oral presentations of scholarly work by way of participating in seminars, guest lectures and conferences. It also provides students with the opportunity to present their own research so that they can benefit from the presentation techniques that they have learned from others.

2. Course Intended Learning Outcomes (CILOs)

No.	CILOs	Weighting	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Understand, describe and explain current topics, trends and activities in the legal profession and in academic research.	20%	✓	✓	
2.	Generate and apply knowledge in the student's respective research area through self-motivated, continuous and outside-classroom learning.	50%	✓	✓	✓
3.	Demonstrate skill in delivering and commenting upon academic presentations, report writing and discussion of research findings.	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)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Seminars	Students' attendance in seminars, guest lectures and conferences (26+ hours over two semesters).	✓	✓			1
Presentation	Students will make an oral presentation to their respective Qualifying Panel. Students will also provide substantive feedback on their colleagues' presentations.	✓	✓	✓		
Report	Students will produce a short written report and submit it to the Research Degree Coordinator and supervisor and copy to the Associate Dean for Postgraduate Programmes and Mainland Affairs.	✓	✓	✓		

4. Assessment Tasks/Activities (ATs)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: 100 %						
<p>Each student is required to attend seminars, Eminent Speakers' Lectures, Annual Goff Arbitration Lectures and/or conferences organized by CityU School of Law (including research centres) and/or other departments, universities and professional bodies as previously approved by the Course Leader. The topics should be law-related. Attendance may be face to face or online via Zoom or other platforms, with the student providing proof of attendance.</p> <p>The minimum attendance requirement is 26 hours across two semesters, although students may attend more seminars if needed.</p>	✓	✓			20%	
<p>Each student is required to submit a 1,000-3,000 word report (inclusive of footnotes) reflecting upon the student's learning as to academic skills (i.e. presentation, feedback and research techniques) from the seminars attended throughout the semester. The report must cite to additional literature where appropriate. The Course Leader will give appropriate feedback on the report before the research student colloquium.</p>	✓	✓	✓		40%	
<p>During a research student colloquium, each student is required to give an oral presentation of at least 30 minutes on their papers planning for submission, thereby demonstrating skills-based learning from seminar attendance. Students are also required to provide substantive feedback on their colleagues' presentations, in the style of an academic conference.</p>	✓	✓	✓		40%	
					100%	

5. Assessment Rubrics

Assessment Task	Criterion	Weighting
1. Attending Seminars	Assessed based on the quantity (26+ hours) and quality of seminars attended, and the extent of communication with the Course Leader over attendance. The quality of seminars is determined both by direct usefulness to the student's area of research, but also based on attendance of a variety of seminars on different legal topics and by different speakers to enhance the student's general legal knowledge.	20%
2. Presentation at Research Student Colloquium	Clarity, confidence, English-language expression; use of visual aids where appropriate, demonstration of learning from seminar attendance; ability to answer questions from an audience; quality of substantive feedback provided to other students during their presentations, being a politely engaged audience member.	40%
3. Written Report (1,000-3,000 words)	Demonstration of practical learning from seminar attendance; logic; English-language expression; research and citation.	40%

The course is graded on a letter grade basis (A, B, C, D, F).

Part III Other Information

1. Keyword Syllabus

Seminars
Lectures
Oral Presentations
Legal Research
Observation
Public Speaking
Feedback
Academic Conferences
Academic Careers

2. Reading List

2.1 Compulsory Readings

Nil

2.2 Additional Readings

1.	Ashford C and Guth J (eds), <i>The Legal Academic's Handbook</i> (Palgrave 2016)
2.	Becker L and Denicolo L, <i>Teaching in Higher Education</i> (Sage 2013)
3.	Finch E and Fafinski S, <i>Legal Skills</i> (8th ed, OUP 2021)
4.	Popovic C, <i>Learning from Academic Conferences</i> (Brill 2018)
5.	McAlpine L and Akerlind G, <i>Becoming an Academic: International Perspectives</i> (Palgrave Macmillan 2010)
6.	Ali L and Graham B, <i>Moving on in Your Career</i> (Routledge 2010)
7.	Vesilind PA, <i>So You Want to Be a Professor? : A Handbook for Graduate Students</i> (Sage 1999)