

SS6591: INTEGRATIVE PROJECT

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Integrative Project

Subject Code

SS - Social and Behavioural Sciences

Course Number

6591

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

Two Semesters

Credit Units

0-6

Level

P5, P6 - Postgraduate Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

- 1) MSSAS Students (Cohort 2017 or before): SS5421 Qualitative Research Methods or its equivalent; and SS5425 Quantitative Research Methods or its equivalent
- 2) MAASS Students: SS5302 Research Methods in Social Sciences

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

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.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	apply sociological theories and research methods to conduct an independent research project;	25	x	x	x
2	analyze and interpret the knowledge discovered effectively;	25	x	x	x
3	describe and present findings systematically;	20	x	x	x
4	devise innovative evidence-based recommendations to the issues under investigation; and	20	x	x	x
5	identify and assess the possible ethical issues in the process of designing and implementing study	10	x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs		Brief Description	CILO No.	Hours/week (if applicable)
1	LTA1: Research activities	In the first semester of study, each team consisting of no more than four students will work with the supervisor to develop a research proposal. This proposal must obtain approval by the supervisor. The team 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.	1, 2, 3, 4, 5	

2	LTA2: Individual supervision	The supervisor is the primary resource for project supervision. The supervisor's roles are to: - arrange consultations with students - provide guidance and advice during the development of the project - arrange suitable additional learning experiences for the students and certify their completion of the required hours - assess and mark project reports	1, 2, 3, 4, 5	
3	LTA3: Presentation	The team needs to present its progress at the end of the first semester, and then the findings and recommendations at the end of the second semester.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks ("-" for nil entry)	Allow Use of GenAI?
1	AT1: Project report	1, 2, 3	80	editing	Yes
2	AT2: Presentation	1, 2, 3	20	editing	Yes

Continuous Assessment (%)

100

Assessment Rubrics (AR)**Assessment Task**

Project report (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Evidence for original thinking and discovery in knowledge and/or intervention; organization, capacity to analyze and synthesize; grasp of subject matter; evidence of extensive knowledge base

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Good

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Poor

Assessment Task

Presentation (for students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter)

Criterion

Evidence for original thinking and discovery in knowledge and/or intervention; organization, capacity to analyze and synthesize; grasp of the subject matter; evidence for the extensive knowledge base

Excellent

(A+, A, A-) High

Good

(B+, B, B-) Good

Fair

(C+, C, C-) Moderate

Marginal

(D) Basic

Failure

(F) Poor

Assessment Task

Project report (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Evidence for original thinking and discovery in knowledge and/or intervention; organization, capacity to analyze and synthesize; grasp of subject matter; evidence for an extensive knowledge base

Excellent

(A+, A, A-) High

Good

(B+, B) Good

Marginal

(B-, C+, C) Moderate

Failure

(F) Poor

Assessment Task

Presentation (for students admitted from Semester A 2022/23 to Summer Term 2024)

Criterion

Evidence for original thinking and discovery in knowledge and/or intervention; organization, capacity to analyze and synthesize; grasp of the subject matter; evidence for the extensive knowledge base

Excellent

(A+, A, A-) High

Good

(B+, B) Good

Marginal

(B-, C+, C) Moderate

Failure

(F) Poor

Part III Other Information

Keyword Syllabus

The Project is to provide an 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 team of students and the supervisor. The team needs to study and analyze the actual problem, and to generate innovative recommendations. Apart from preparing a report, the team also needs to have formal presentation to other students.

Reading List

Compulsory Readings

Title	
1	Nil

Additional Readings

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