

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Economics and Finance  
with effect from Semester A 2017/18**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Project</b>
<b>Course Code:</b>	<b>EF4300</b>
<b>Course Duration:</b>	<b>1 Semester</b>
<b>Credit Units:</b>	<b>3</b>
<b>Level:</b>	<b>B4</b>
<b>Proposed Area:</b> <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
<b>Medium of Instruction:</b>	<b>English</b>
<b>Medium of Assessment:</b>	<b>English</b>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	<b>Nil</b>

Students who wish to take this course should discuss with a prospective supervisor as to whether the prospective supervisor would be able to supervise the project. During the discussion, the student will elaborate on the objectives of the project, methodology, data, etc. Once the prospective supervisor agrees to be a supervisor, the student is then allowed to register for the course. *The student must obtain the consent of the prospective supervisor before he/she registers for the course.*

## Part II Course Details

### 1. Abstract

This course aims to:

1. Enable students to undertake an independent and in-depth research project that will develop their discovery and innovative ability and lead to the accomplishment of findings.
2. Provide students with the opportunity to integrate and apply their knowledge to the economic and financial decision making process in the environment of the Asia Pacific economies.
3. Develop students' ability to think critically and work independently.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Work independently and on their own initiatives.	20%	√	√	√
2.	Evaluate their own work critically.	20%	√	√	√
3.	Ask the relevant questions, gather and analyse data, and then draw conclusions or produce answers that are relevant to decision making in the business world.	30%	√	√	√
4.	Apply their knowledge of economics and finance to particular situations in the business/financial environment of the Asia Pacific economies or in other parts of the world to make discoveries or findings related to a certain issue (s) in business, economics or the financial markets.	30%	√	√	√
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

# Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	
Supervised independent research work	Students are expected to collect and analyse data, and reach conclusions independently. Students may explore certain business/economics/finance issues, explain a phenomenon or produce solutions to real-world issues.	√	√	√	√	
Weekly meetings with project supervisor	Students are expected to present their work to the supervisor on a weekly basis. Weekly reports should be made about the problems encountered, and objectives achieved. The project supervisor will give guidance and feedback to the student to keep the project on the right track.	√	√	√	√	

### 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		
Continuous Assessment: 100%						
Final project report (usually between 5,000 to 10,000 words)	√	√	√	√	30%	
Presentation of findings			√	√	20%	
Weekly reports (including project proposal, outline, literature review, description of methods, draft of final report)	√	√	√	√	50%	
Examination: 0% (duration: , if applicable)						
					100%	

\* The weightings should add up to 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)
Final project report (usually between 5,000 to 10,000 words)	Demonstrate the capability of applying the knowledge of economics and finance to particular situations in a real-world case either in APAC or other parts of the world, and analysing relevant data to draw appropriate conclusions.	High	Significant	Moderate	Basic	Not even reaching marginal levels
Presentation of findings	Demonstrate good presenting skill to explain how the project is conducted, how the data is analysed, and what the findings are.	High	Significant	Moderate	Basic	Not even reaching marginal levels
Weekly reports (including project proposal, outline, literature review, description of methods, draft of final report)	Demonstrate the capability of working independently and evaluating one's own work critically.	High	Significant	Moderate	Basic	Not even reaching marginal levels

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

**1. Keyword Syllabus**

Problem Development  
Literature Review  
Formulation of Hypothesis/Question to be addressed  
Research Methodology & Data Collection  
Analyzing/Summarizing Data  
Research Findings  
Presentation  
Recommendations/Applications in Business Practice

**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.	Cryer, P, 1996, Research Student Guide Success, Open University Press.
2.	Denscombe, Martyn, 2007, The Good Research Guide: For Small-Scale Social Research Projects, 3rd Edition, McGraw-Hill.
3.	Leedy, Paul D., Jeanne E. Ormrod, 2004, Practical Research: Planning and Design, 8th Edition, Prentice Hall.
4.	Seale, C., 1999, "Quality in Qualitative Research", Qualitative Inquiry, Vol. 5, No. 4, 465-478.

**2.2 Additional Readings**

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

<b>Online Resources</b>		
1.	<a href="http://ww.corp-research.org/howto.htm">http://ww.corp-research.org/howto.htm</a>	How to do corporate research
2.	<a href="http://www.info.gov.hk/hkma/index.htm">http://www.info.gov.hk/hkma/index.htm</a>	Hong Kong Monetary Authority
3.	<a href="http://finance.yahoo.com/">http://finance.yahoo.com/</a>	Yahoo Finance
4.	<a href="http://hk.finance.yahoo.com/">http://hk.finance.yahoo.com/</a>	Yahoo Finance for Hong Kong
5.	<a href="http://www.InvestEd.hk">www.InvestEd.hk</a>	SFC's Investor Education Portal
6.	<a href="http://www.morningstar.com/">http://www.morningstar.com/</a>	Morning Star
7.	<a href="http://www.bloomberg.com/">http://www.bloomberg.com/</a>	Bloomberg
8.	<a href="http://www.mpfahk.org/index.asp">http://www.mpfahk.org/index.asp</a>	MPF Authority