

**City University of Hong Kong  
Course Syllabus**

**offered by College of Business  
with effect from Semester A 2015 / 2016**

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**Part I Course Overview**

<b>Course Title:</b>	Business Case and Action-Based Study
<b>Course Code:</b>	FB6775A
<b>Course Duration:</b>	One Semester
<b>Credit Units:</b>	1 for FB6775A
<b>Level:</b>	P6
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

This course aims to provide students the opportunity to pursue new knowledge, skills, and technical problem solving opportunities by joining business case and action-based study.

### 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.	Demonstrate in-depth understanding of the problems of a business related study	20%	X		
2.	Select appropriate methods and carry out analysis using relevant theory and method and make recommendation on the case study	40%		X	
3.	Ability to discuss and present the problems and final recommendation effectively	40%			X
		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	
1	Project based activities	X	X	X	
2					
3					

#### 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			
Continuous Assessment: 100 %						
Final Case/ Project Presentation	X	X	X		30%	
Final Case/ Project Report	X	X	X		50%	
Participation	X	X	X		20%	
					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-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Final Case/Project Presentation	<ul style="list-style-type: none"> <li>• Content of presentation</li> <li>• Quality of the visual aids and logical sequence of the presentation;</li> <li>• Timing, professionalism, and teamwork;</li> </ul>	<ul style="list-style-type: none"> <li>• Content of presentation shows excellent understanding of the course material;</li> <li>• Excellent quality of the visual aids and logical sequence of the presentation;</li> <li>• Excellent timing, professionalism, and teamwork;</li> </ul>	<ul style="list-style-type: none"> <li>• Content of presentation shows good understanding of the course material;</li> <li>• Good quality of the visual aids and logical sequence of the presentation;</li> <li>• Good timing, professionalism, and teamwork;;</li> </ul>	<ul style="list-style-type: none"> <li>• Content of presentation shows fair understanding of the course material;</li> <li>• Fair quality of the visual aids and logical sequence of the presentation;</li> <li>• Fair timing, professionalism, and teamwork;;</li> </ul>	<ul style="list-style-type: none"> <li>• Content of presentation shows poor understanding of the course material;</li> <li>• Poor quality of the visual aids and logical sequence of the presentation</li> <li>• Poor timing, professionalism, and teamwork;;</li> </ul>	<ul style="list-style-type: none"> <li>• Does not meet any of the criteria</li> </ul>
2. Final Case/Project Report	<ul style="list-style-type: none"> <li>• Understanding of the case;</li> <li>• Appropriate use of analysis method;</li> <li>• Breadth, depth and appropriate level of case analysis</li> <li>• Recommendation for the problems or opportunities identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent understanding of the business case;</li> <li>• Excellent use of analysis method;</li> <li>• Excellent breadth, depth and appropriate level of case analysis</li> <li>• Excellent Recommendation for the problems or opportunities identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Good understanding of the business case;</li> <li>• Good appropriate use of analysis method;</li> <li>• Good breadth, depth and appropriate level of case analysis</li> <li>• Good Recommendation for the problems or opportunities identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Fair understanding of the business case;</li> <li>• Some appropriate use of analysis method;</li> <li>• Fair breadth, depth and level of case analysis</li> <li>• Fair Recommendation for the problems or opportunities identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Poor understanding of the business case;</li> <li>• Not so appropriate use of analysis method;</li> <li>• Poor breadth, depth and level of case analysis</li> <li>• Poor Recommendation for the problems or opportunities identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not meet any of the criteria</li> </ul>
3. Participation	<ul style="list-style-type: none"> <li>• Listening and contribution</li> </ul>	<ul style="list-style-type: none"> <li>• Active listening and contribution to the discussion and critiques all the time</li> </ul>	<ul style="list-style-type: none"> <li>• Active listening and contribution to the discussion and critiques most of the time</li> </ul>	<ul style="list-style-type: none"> <li>• Active listening and contribution to the discussion and critiques moderately</li> </ul>	<ul style="list-style-type: none"> <li>• Active listening and contribution to the discussion and critiques occasionally</li> </ul>	<ul style="list-style-type: none"> <li>• Does not participate</li> </ul>

**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.)*

Critical thinking, business knowledge, and strategic problem-solving potential through business case or project

Students will be allowed to take a maximum of 3 credit units for the course.

**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.	Nil
2.	
3.	
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**2.2 Additional Readings**

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

1.	Nil
2.	
3.	
...	