

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public Policy  
with effect from Semester A in 2018/19**

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**Part I Course Overview**

<b>Course Title:</b>	<b>Independent Project for Public Policy and Management</b>
<b>Course Code:</b>	<b>POL5602</b>
<b>Course Duration:</b>	<b>One semester</b>
<b>Credit Units:</b>	<b>2</b>
<b>Level:</b>	<b>P5</b>
<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>

## Part II Course Details

### 1. Abstract

This course aims to grant students an opportunity to explore in-depth some specific aspects of public affairs in Hong Kong or even Greater China. Students are free to choose from any substantive area of interest that falls within the broad subject of public policy and management. In the process of independent reading and research throughout the Semester, students will develop a broader and deeper knowledge of their substantive area.

### 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.	Identify a relevant aspect of public policy and management in Hong Kong or Greater China on which to undertake a substantial piece of individual research based on their various learning experiences		x		
2.	Think and debate critically on a focused subject area of the course		x	x	
3.	Define the scope and provide a rationale for the specific focus of their research paper		x	x	
4.	Discover and critically analyse, synthesize and evaluate appropriate knowledge and theories relating to their topic			x	x
5.	Present the analysis and conclusions of their research in a written paper				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	4	5	
Meeting with supervisor	Each student will be allocated a supervisor from the academic staff. Each student must discuss with his or her supervisor the most appropriate reading list and approach to complete the paper. Students will discuss the development of their questions and arguments with their supervisors. They will prove invaluable in designing the study as well as providing feedback and insights into the research process. Each student will meet periodically with his or her supervisor throughout the semester. Students and their supervisors will arrange their meetings for times that accommodate both of their schedules.	x		x			0.75 hour per week of staff time per student for supervision (total 9.75 hours per semester, including the Summer Semester)
Final paper	A final paper will serve as the culmination of the student's research, providing a detailed and full analysis of the chosen subject. The paper must develop a research question, a central thesis, supporting arguments, and a detailed analysis of the relevant material. The paper requires students to develop their individual insights and understanding of their chosen area of interest. In writing the paper, students must employ critical thinking and analytical reasoning to expand on and enrich their ideas. We expect students to write a coherent argument on their chosen topics. The final paper will be about 2,000 words. The paper will be due at the end of the semester.	x	x	x	x	x	

### 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: <u>100%</u>							
Meetings with supervisor – students are expected to be well prepared for regular consultations with their supervisors. Supervisors will assess students in terms of their preparation and intellectual growth and learning.	x		x			20%	
Final Paper - The final paper will be marked by the dissertation supervisor.	x	x	x	x	x	80 %	
Examination: _____% (duration: _____, if applicable)							
* The weightings should add up to 100%.						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)
Meeting with supervisor  Final Paper	standard of knowledge of topic or issue being addressed; research, writing and communication skills in meetings and in the final paper	High standard of knowledge of topic or issue being addressed. Clear evidence of innovative and original thinking. Strong analytical skills. Excellent research, writing and communication skills.	Fairly good knowledge of the topic or issue being addressed. Evidence of good analytical skills and some original thinking. Ability to identify key challenges. Good research, writing and communication skills.	Rudimentary knowledge of topic or issue being addressed. Weak analytical skills. Basic research, writing and communication skills. Little evidence of critical thinking or innovative ideas	Poor understanding of topic or issue being addressed. Very little analysis. Weak research, writing and communication skills.	Almost no evident knowledge of topic or issue being addressed. No evident analysis. Inadequate research, writing and communication skills.

### **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.)*

Supervised individual research paper, literature review, central thesis, supporting and counter-arguments, methodology, research and writing.

#### **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.)*

##### **Text(s)**

1. Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams (1995) *The Craft of Research*. Chicago: University of Chicago Press.
2. Hacker, Diana (1999) *A Writer's Reference*. New York: Bedford/ St. Martin's Press.
3. Strunk Jr., William and E. B. White (2000). *The Elements of Style*. Any Edition. Boston: Allyn and Bacon.
4. Turabian, Kate L (1996) *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago: University of Chicago Press.
5. Giltrow, Janet (2002) 3<sup>rd</sup> ed. *Academic writing: writing and reading in the disciplines*. Peterborough, Ont.: Broadview Press.
6. Slade, Carole (2003) 12<sup>th</sup> ed. *Form and style: research papers, reports, theses*. Boston, Mass.: Houghton Mifflin Co.

##### **Online Resources**

World Bank database on China: <http://data.worldbank.org/country/china>

National Bureau of Statistics of China: <http://www.stats.gov.cn/enGLISH/>

##### **2.2 Additional Readings**

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