

**City University of Hong Kong
Course Syllabus**

**offered by School of Creative Media
with effect from Semester A 2017 /18**

Part I Course Overview

Course Title:	<u>Research Project in Media Studies</u>
Course Code:	<u>SM6317</u>
Course Duration:	<u>Two consecutive semesters (26 weeks)</u>
Credit Units:	<u>6</u>
Level:	<u>P6</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

This course aims to provide a culmination of the student's trajectory through the MACM. In it, the student is required to propose and carry out a small-scale historical and/or critical research project on a topic relevant to the programme, under the supervision of a full-time SCM teaching staff member. The project may be newly initiated, or, with the faculty advisor's approval, a continuation of a previous investigation.

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.	Describe and apply key concepts and terminology to the analysis of a topic relevant to the field		x	x	x
2.^	Synthesize significant, humanities-based research using a combination of primary and secondary sources, as well as relevant analytical methods		x	x	x
3.^	Communicate research results that contribute significantly to the field of media studies		x	x	x
		100%			

^ Negotiated Learning Outcome (NLO) explicitly articulating the elements of Discovery oriented learning.

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	6	
No fixed TLA	These activities are determined by the nature of the project, and are part of the initial agreement between the student and the project adviser.	✓						
	Activities normally will involve regular meetings between the student and the adviser.		✓					
	The adviser and the student will agree on a timeline for the project, including target dates for the submission of specific modules of the project (e.g., bibliography, rough draft, completed project).			✓				

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	6		
Continuous Assessment: 100%								
The project's end result is determined by the nature of the investigation.	✓						the weighting of specific tasks depends on the nature of the project and the agreement between the student and the adviser. There is no standard arrangement.	
The project outcome normally takes the form of a substantial written essay, including full citations and bibliography.		✓						
Under certain circumstances, the outcome may take the form of a script or other creative writing project, or a creative project involving the use of one or more of the media technologies available to SCM students. Some combination of two or more of these submission formats is also possible.			✓					
Examination: 0% (duration: , if applicable)							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)
1. Research-based Project	Students should demonstrate a postgraduate-level ability to undertake independent research through the application of relevant knowledge and skills, develop coherent and significant research problems, and to carry out that research through well-organized argument and analysis.	<ul style="list-style-type: none"> – Excellent grasp of materials, ability to explain key concepts, assumptions, and debates, demonstrating sound knowledge of the field – Rich content, exceptional ability to integrate various resources into primary and secondary levels based on demand; – Design and conduct research which is firmly built on thorough knowledge of existing theoretical frameworks – Evaluative judgments about existing 	<ul style="list-style-type: none"> – Firm grasp of materials, ability to explain key concepts and assumptions – Adequate content, strong ability to integrate various resources into primary and secondary levels based on demand; – Design and conduct research which is built on thorough knowledge of existing theoretical frameworks – Appropriate judgments about existing research and demonstrate application of critical thinking skills 	<ul style="list-style-type: none"> – Comprehensive grasp of materials, able to explain key concepts – Adequate content, fair ability to integrate various resources into primary and secondary levels based on demand – Design and conduct research which is built on knowledge of theoretical frameworks – Appropriate judgments about existing research – Weak ability to approach a text or a theme using a variety of theories and analytical tools 	<ul style="list-style-type: none"> – Loose grasp of materials, cannot explain key concepts – Weak content, with primary and secondary levels – Design and conduct research which is appropriate for the research objective – Marginal judgments about existing research – Poor ability to approach a text or a theme using a variety of theories and analytical tools 	<ul style="list-style-type: none"> – Poor grasp of materials – Inadequate content, without primary and secondary levels – Fail to design and conduct research which is appropriate for the research objective – Fail to make reasonable judgments about existing research – Fail to approach a text or a theme using a variety of theories and analytical tools

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		<p>research and demonstrate application of strong critical thinking skills</p> <ul style="list-style-type: none"> - Strong ability to approach a text or a theme using a variety of theories and analytical tools - Strong organization of research findings with effective organization and procedural clarity at the same time demonstrating the importance of the process - Insightful suggestion of how the research findings may lead to future research 	<ul style="list-style-type: none"> - Ability to approach a text or a theme using a variety of theories and analytical tools 			

Note: All A+/A/A- grade assignment should comply with the highest performance of Discovery-oriented learning.

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.)

There is no set syllabus for the research project. Instead, the subject is organized through principles of guided mentoring, one-on-one discussion and instruction, and collaboration between the student and the faculty adviser.

Normally, the research project is initiated by the student, who develops an idea for a research topic, and then approaches a member of the SCM teaching staff to request that they serve as adviser.

The student and faculty member agree on the terms of the project (i.e., specific topic or theme, work schedule and process, meeting schedule, expected end result), and then consult regularly concerning the project over the course of the semester.

The project is expected to be conceived and executed in its entirety over the course of two semesters.

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.	All readings to be arranged through consultation between student and adviser
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2.2 Additional Readings

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

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