

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Biomedical Sciences  
with effect from Semester A 2022/2023**

---

---

**Part I Course Overview**

<b>Course Title:</b>	<b>Research Ethics and Methodology</b>
<b>Course Code:</b>	<b>BMS8001</b>
<b>Course Duration:</b>	<b>One semester</b>
<b>Credit Units:</b>	<b>2</b>
<b>Level:</b>	<b>R8</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 provide MPhil/PhD students with
- the fundamental elements of research ethics and methodology which include problem definition, literature search and review, quantitative and qualitative methods, research tools and research reporting;
  - formal forums for the research students to:
    - broaden their knowledge and expertise;
    - present their research findings and discuss their learning experiences with their peers and academic staff; and
    - develop a strong research mindset and scholarship.

### 2. Course Intended Learning Outcomes (CILOs)

No.	CILOs <sup>#</sup>	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes		
			A1	A2	A3
1.	Discuss the fundamentals of research methodology and tools.	10	✓	✓	
2.	Formulate a research framework for the selected MPhil/PhD research topic.	10	✓	✓	
3.	Search and critique relevant literature relating to the selected MPhil/PhD research topic.	10		✓	
4.	Apply the research methodology and tools in the development of the research proposal.	40		✓	
5.	Communicate with fellow peers regarding own or others' research findings and experience scholarly and logically.	30	✓	✓	✓
		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)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lecture, group work	Class activities are made up of lectures and group work. The latter is used as platform for reflective and interactive learning among the students and the instructors or research supervisors. Activities include, proposal writing, presentation, group discussion and critique of the research design and methodology of selected published works in general.	✓	✓	✓	✓	✓	26 hours in total

### 4. Assessment Tasks/Activities (ATs)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
Presentation, group discussion, critique etc.	10	10	10	40	30	100%	
Examination: 0%							
						100%	

## 5. Assessment Rubrics

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Presentation, group discussion, critique etc.	Ability to show the learning progress, analyse and express the synthesis of ideas	Outstanding performance on all CILOs. Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Substantial performance on all CILOs. Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Satisfactory performance on the majority of CILOs possibly with a few weaknesses. Being able to profit from the course experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Unsatisfactory performance on a number of CILOs. Failure to meet specified assessment requirements, little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature

Applicable to students admitted before Semester A 2022/23

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Presentation, group discussion, critique etc.	Ability to show the learning progress, analyse and express the synthesis of ideas	Outstanding performance on all CILOs. Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.	Substantial performance on all CILOs. Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.	Satisfactory performance on the majority of CILOs possibly with a few weaknesses. Being able to profit from the course experience; understanding of the subject; ability to develop solutions to simple problems in the material.	Barely satisfactory performance on a number of CILOs. Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.	Unsatisfactory performance on a number of CILOs. Failure to meet specified assessment requirements, little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited or irrelevant use of literature

### **Part III Other Information**

#### **1. Keyword Syllabus**

Research design, research methodology, quantitative and qualitative methods, research writing and presentation

#### **2. Reading List**

##### **2.1 Compulsory Readings**

Nil

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

1.	Paul Leedy and Jeanne Ormrod, Practical Research (10th edition), Pearson, 2012
2.	Rowena Murray, How to Write a Thesis (3rd edition), Open U Press, 2011
3.	Tony Greenfield (Ed), Research Methods for Postgraduates (2nd edition), Arnold, 2009
4.	Wayne C Booth et al, The Craft of Research (3rd edition), Publ. Chicago U Press, 2008
5.	Online learning materials: Provided via University computer network