

**City University of Hong Kong  
Course Syllabus**

**offered by School of Law  
with effect from Semester A 2024/25**

**Part I Course Overview**

<b>Course Title:</b>	Research Seminars
<b>Course Code:</b>	LW8800
<b>Course Duration:</b>	Two semesters
<b>Credit Units:</b>	2 credit units per course
<b>Level:</b>	R8
<b>Medium of Instruction:</b>	English and/ or Chinese, depending on the language(s) used by the speakers.
<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>	LW8800A/ B Research Seminars

## Part II Course Details

### 1. Abstract

This course aims to expose research degree students to oral presentations of scholarly work by way of participating in seminars, guest lectures and conferences. It also provides students with the opportunity to present their own research so that they can benefit from the presentation techniques that they have learned from others.

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

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes		
			A1	A2	A3
1.	Understand, describe and explain current topics, trends and activities in the legal profession and in academic research.	20%	✓	✓	
2.	Generate and apply knowledge in the student's respective research area through self-motivated, continuous and outside-classroom learning.	50%	✓	✓	✓
3.	Demonstrate skill in delivering and commenting upon academic presentations, report writing and discussion of research findings.	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 real-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. Learning and Teaching Activities (LTAs)

LTA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Seminars	Students' attendance in seminars, guest lectures and conferences (26+ hours over two semesters).	✓	✓			1
Presentation	Students will make an oral presentation to their respective Qualifying Panel, the Course Leader, all research degree students and supervisors. Students will also provide substantive feedback on their colleagues' presentations.	✓	✓	✓		2
Report	Students will produce a short written report and submit it to the Course Leader and supervisor and copy to the Associate Dean for Postgraduate Programmes and Mainland Affairs. The report should be related to students' research and their theses planned for submission.	✓	✓	✓		1

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

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: 100%						
<p>Each student is required to attend seminars, Eminent Speakers' Lectures, Annual Goff Arbitration Lectures and/or conferences organized by CityU School of Law (including research centres) and/or other departments, universities and professional bodies as previously approved by the Course Leader. The topics should be law-related. Attendance may be face to face or online via Zoom or other platforms, with the student providing proof of attendance.</p> <p>The minimum attendance requirement is 26 hours across two semesters, although students may attend more seminars if needed.</p>	✓	✓			20%	
<p>Each student is required to submit a 1,000-3,000 word report (inclusive of footnotes) reflecting upon the student's learning as to academic skills (i.e. presentation, feedback and research techniques) from the seminars attended throughout the semester. The report must cite to additional literature where appropriate. The Course Leader will give appropriate feedback on the report before the research student colloquium.</p>	✓	✓	✓		40%	The use of Generative AI tools is not allowed.
<p>During a research student colloquium, each student is required to deliver an oral presentation of at least 30 minutes on their research and their theses planned for submission, thereby demonstrating skills-based learning from seminar attendance. Students are also required to provide substantive feedback on their colleagues' presentations, in the style of an academic conference.</p>	✓	✓	✓		40%	The use of Generative AI tools is not allowed.
					100%	

## 5. Assessment Rubrics

Applicable to students admitted in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Attending Seminars	Assessed based on the quantity (26+ hours) and quality of seminars attended, and the extent of communication with the Course Leader over attendance. The quality of seminars is determined both by direct usefulness to the student's area of research, but also based on attendance of a variety of seminars on different legal topics and by different speakers to enhance the student's general legal knowledge.	Very active participation in seminars with an attendance of at least 26 hours.	Good participation in seminars with an attendance of at least 26 hours.	Fair participation in seminars with an attendance of at least 26 hours.	An attendance of at least 26 hours.	An attendance of less than 26 hours.
2. Presentation at Research Student Colloquium	Clarity, confidence, English-language expression; use of visual aids where appropriate, demonstration of learning from seminar attendance; ability to answer questions from an audience; quality of substantive feedback provided to other students during their presentations, being a politely engaged audience member.	Superior demonstration of intellectual and research abilities, presentation skills and time management.	Good demonstration of intellectual and research abilities, presentation skills and time management.	Fair demonstration of intellectual and research abilities, presentation skills and time management.	Some evidence of intellectual and research abilities; acceptable presentation skills and time management.	Very little evidence of intellectual and research abilities, poor presentation skills and time management.
3. Written Report (1,000-3,000 words)	Demonstration of practical learning from seminar attendance; logic; English-language expression; research and citation.	Excellent command of knowledge; strong evidence of critical thinking; excellent writing skills; proper citation and referencing.	Good command of knowledge; enough evidence of critical thinking; good writing skills; proper citation and referencing.	Fair command of knowledge; some evidence of critical thinking; fair writing skills; proper citation and referencing.	Basic command of knowledge; little evidence of critical thinking; fair writing skills; proper citation and referencing.	Weak command of knowledge; very little evidence of critical thinking; poor writing skills; insufficient citation and referencing.

The course is graded on a letter grade basis. The pass mark is 40%.

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Attending Seminars	Assessed based on the quantity (26+ hours) and quality of seminars attended, and the extent of communication with the Course Leader over attendance. The quality of seminars is determined both by direct usefulness to the student's area of research, but also based on attendance of a variety of seminars on different legal topics and by different speakers to enhance the student's general legal knowledge.	Very active participation in seminars with an attendance of at least 26 hours.	Good participation in seminars with an attendance of at least 26 hours.	An attendance of at least 26 hours.	An attendance of less than 26 hours.
2. Presentation at Research Student Colloquium	Clarity, confidence, English-language expression; use of visual aids where appropriate, demonstration of learning from seminar attendance; ability to answer questions from an audience; quality of substantive feedback provided to other students during their presentations, being a politely engaged audience member.	Superior demonstration of intellectual and research abilities, presentation skills and time management.	Good demonstration of intellectual and research abilities, presentation skills and time management.	Some evidence of intellectual and research abilities; acceptable presentation skills and time management.	Very little evidence of intellectual and research abilities, poor presentation skills and time management.
3. Written Report (1,000-3,000 words)	Demonstration of practical learning from seminar attendance; logic; English-language expression; research and citation.	Excellent command of knowledge; strong evidence of critical thinking; excellent writing skills; proper citation and referencing.	Good command of knowledge; enough evidence of critical thinking; good writing skills; proper citation and referencing.	Basic command of knowledge; little evidence of critical thinking; fair writing skills; proper citation and referencing.	Weak command of knowledge; very little evidence of critical thinking; poor writing skills; insufficient citation and referencing.

The course is graded on a letter grade basis. The pass mark is 50%.

## Part III Other Information

### 1. Keyword Syllabus

Seminars  
Lectures  
Oral Presentations  
Legal Research  
Observation  
Public Speaking  
Feedback  
Academic Conferences  
Academic Careers

### 2. Reading List

#### 2.1 Compulsory Readings

Nil

#### 2.2 Additional Readings

1.	Ashford C and Guth J (eds), <i>The Legal Academic's Handbook</i> (Palgrave 2016)
2.	Becker L and Denicolo L, <i>Teaching in Higher Education</i> (Sage 2013)
3.	Finch E and Fafinski S, <i>Legal Skills</i> (8th ed, OUP 2021)
4.	Popovic C, <i>Learning from Academic Conferences</i> (Brill 2018)
5.	McAlpine L and Akerlind G, <i>Becoming an Academic: International Perspectives</i> (Palgrave Macmillan 2010)
6.	Ali L and Graham B, <i>Moving on in Your Career</i> (Routledge 2010)
7.	Vesilind PA, <i>So You Want to Be a Professor? A Handbook for Graduate Students</i> (Sage 1999)