

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Social and Behavioural Sciences  
with effect from Semester A 2024/2025**

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**Part I Course Overview**

<b>Course Title:</b>	Integrative Project
<b>Course Code:</b>	SS6591
<b>Course Duration:</b>	Two semesters
<b>Credit Units:</b>	6
<b>Level:</b>	P6
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> (Course Code and Title)	1) MSSAS Students (Cohort 2017 or before): SS5421 Qualitative Research Methods <i>or its equivalent</i> ; and SS5425 Quantitative Research Methods <i>or its equivalent</i> 2) MAASS Students: SS5302 Research Methods in Social Sciences
<b>Precursors:</b> (Course Code and Title)	Nil
<b>Equivalent Courses:</b> (Course Code and Title)	Nil
<b>Exclusive Courses:</b> (Course Code and Title)	Nil

## Part II Course Details

### 1. Abstract

This course aims to offer students an opportunity to organize sociological theories, practice and demonstrate research skills in inquiring an issue concerning applied sociology.

### 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.	apply sociological theories and research methods to conduct an independent research project;	25%	✓	✓	✓
2.	analyze and interpret the knowledge discovered effectively;	25%	✓	✓	✓
3.	describe and present findings systematically;	20%	✓	✓	✓
4.	devise innovative evidence-based recommendations to the issues under investigation; and	20%	✓	✓	✓
5	identify and assess the possible ethical issues in the process of designing and implementing study	10%	✓	✓	✓
		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. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
LTA1: Research activities	In the first semester of study, each team consisting of no more than four students will work with the supervisor to develop a research proposal. This proposal must obtain approval by the supervisor. The team will then spend approximately five months conducting research and writing the project report. The final draft of the project report is due at the end of the second semester.	✓	✓	✓	✓	✓	
LTA2: Individual supervision	The supervisor is the primary resource for project supervision. The supervisor's roles are to: - arrange consultations with students - provide guidance and advice during the development of the project - arrange suitable additional learning experiences for the students and certify their completion of the required hours - assess and mark project reports	✓	✓	✓	✓	✓	
LTA3: Presentation	The team needs to present its progress at the end of the first semester, and then the findings and recommendations at the end of the second semester..	✓	✓	✓	✓	✓	

### 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			
Continuous Assessment: 100%							
AT1: Project report	✓	✓	✓			80%	
AT2: Presentation	✓	✓	✓			20%	
Examination: % (duration: , if applicable)						100%	

## 5. Assessment Rubrics

*(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)*

Applicable to students admitted before Semester A 2022/23 and 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. Project report	Evidence for original thinking and discovery in knowledge and/or intervention; organization, capacity to analyze and synthesize; grasp of subject matter; evidence of extensive knowledge base	High	Good	Moderate	Basic	Poor
2. Presentation	Evidence for original thinking and discovery in knowledge and/or intervention; organization, capacity to analyze and synthesize; grasp of the subject matter; evidence for the extensive knowledge base	High	Good	Moderate	Basic	Poor

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. Project report	Evidence for original thinking and discovery in knowledge and/or intervention; organization, capacity to analyze and synthesize; grasp of subject matter; evidence for an extensive knowledge base	High	Good	Moderate	Poor
2. Presentation	Evidence for original thinking and discovery in knowledge and/or intervention; organization, capacity to analyze and synthesize; grasp of the subject matter; evidence for the extensive knowledge base	High	Good	Moderate	Poor

### **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.)*

The Project is to provide an independent research practice to the students with supervision, on a topic, which they learn how to apply sociological theories, methods, skills and examine their professional orientations and ethics. The focus of the Project will be on an actual problem or issue agreed between the team of students and the supervisor. The team needs to study and analyze the actual problem, and to generate innovative recommendations. Apart from preparing a report, the team also needs to have formal presentation to other students.

#### **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.)*

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

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

Becker, H. S. (2007). Writing for social scientists [electronic resource]: How to start and finish your thesis, book, or article. Chicago, IL: University of Chicago Press.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2000). Handbook of qualitative research (2<sup>nd</sup> ed). Thousand Oaks, CA: Sage.

Emden, J. van, & Becker, L. (2004). Presentation skills for students. Basingstoke: Palgrave Macmillan.

Grant, A. (1998). Presentation perfect: How to excel at business presentations, meetings and public speaking (rev. ed.). London: Industrial Society.

Langton, P. A., & Kammerer, D. A. (2005). Practicing Sociology in the community: A student's guide. Upper Saddle River, NJ: Prentice Hall.

Piantanida, M., & Noreen, B. G. (1999). The Qualitative dissertation: A guide for students and faculty, Thousand Oaks, CA.: Corwin Press.

Straus, R. A. (Ed.). (2002). Using Sociology: An introduction from the applied and clinical perspectives (3rd ed.). Lanham, MD: Rowman & Littlefield Publishers.

Van Emden, J., & Becker, L. (2010). Presentation skills for students. New York, NY: Palgrave Macmillan.