SS1600: DISCOVERING THE MYSTERY OF APPLIED SOCIAL SCIENCES

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Discovering the Mystery of Applied Social Sciences

Subject Code

SS - Social and Behavioural Sciences

Course Number

1600

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

CLA1602 Individuals and Society

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to introduce students the foundational concepts and methods of social sciences; the various ways of applications and contributions of these as practised in the disciplines of criminology, psychology, social work and sociology; and develop their analytical and creative thinking. Upon successful completion of the course, students are able to describe and apply key concepts and frameworks to analyse human behaviour and social issues, and to discover the contributions of relevant concepts and methods to scientific understanding and betterment of the society.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe key concepts or frameworks that social scientists use to analyze human behaviour and social issues;	40	x	x	
2	Discuss the methods for collecting and evaluating data;	20	x	x	
3	Explain concepts and knowledge to the analysis of behavioural or social issues;	30	x	x	
4	Design a framework to explore the contributions of relevant concepts and methods to scientific understanding and betterment of society.	10	x	x	x

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.

Learning and Teaching Activities (LTAs)

	LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lecture	Students will engage in formal lectures to acquire knowledge about key concepts and major theoretical frameworks for examining individual and society. Emphasis will be paid on examples relevant to the disciplines of Criminology, Psychology, Social Work and Sociology.	1, 2, 4	

| 2 | Group project | Student will collaborate in groups to consolidate their learning as they plan and implement activities, integrating theories, practice and skills to benefit service recipients. | 1, 2, 3, 4 | |

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Group Project	1, 2, 3, 4	30	Students are required to form groups to plan and implement activities, integrating theories, practice and skills to benefit service recipients.
2	Individual Reflective Journal	1, 2, 3, 4	40	Students are required to compose a short reflective journal (1,000 words) documenting their insights and learning experiences throughout the teaching and learning process.
3	Quiz	1, 2, 3, 4	30	Students are required to complete a one-hour quiz to assess their comprehension of knowledge taught in class.

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)

Assessment Task

1. Quiz

Criterion

It assesses the understanding of the subject matters.

Excellent (A+, A, A-)

Correctly answer 75-100% of the questions.

Good (B+, B, B-)

Correctly answer 60-74% of the questions.

Fair (C+, C, C-)

Correctly answer 45-59% of the questions.

Marginal (D)

Correctly answer 40-44% of the questions.

Failure (F)

Correctly answer less than 40% of the questions.

Assessment Task

2. Group Project

Criterion

It assesses the content, organization and fluency of the group project.
Students should demonstrate their ability to plan and implement activities, integrating theories, practice and skills, to benefit service recipients.

Excellent (A+, A, A-)

Strong evidence of:
· Rich content, ability to integrate and apply various theoretical concepts into the selected topics;

· Being able to have clear and systematic illustration of how to study and present the topic with team co-operation and participation;

· Being able to create a well-organized presentation, along with the expression of original thoughts in a clear and concise manner;

· Able to demonstrate the superior presentation skills and group leading skills; fluent expression and appropriate diction, clearly delivery of creative and insightful ideas, and creatives use of presentation methods, exact time-management

Good (B+, B, B-)

Some evidence of:
· Rich content, ability to integrate and apply various theoretical concepts into the selected topics;

· Being able to demonstrate the understanding of relevant theoretical concepts and the ability to apply them in the presentation;

· Being able to have clear and systematic illustration of how to study and present the topic with team co-operation and participation;

· Being able to create a well-organized presentation, along with the expression of original thoughts in a clear and concise manner;

· Able to demonstrate the superior presentation skills and group leading skills; fluent expression and appropriate diction, clearly delivery of creative and insightful ideas, and creatives use of presentation methods, exact time-management

Fair (C+, C, C-)

Limited evidence of:
· Rich content, ability to integrate and apply various theoretical concepts into the selected topics;

· Being able to demonstrate the understanding of relevant theoretical concepts and the ability to apply them in the presentation;

· Being able to have clear and systematic illustration of how to study and present the topic with team co-operation and participation;

· Being able to create a well-organized presentation, along with the expression of original thoughts in a clear and concise manner;

· Able to demonstrate the superior presentation skills and group leading skills; fluent expression and appropriate diction, clearly delivery of creative and insightful ideas, and creatives use of presentation methods, exact time-management

Marginal (D)

Adequate content;

· Limited ability to integrate and apply various theoretical concepts into the selected topics;

· Limited or irrelevant use of theoretical concepts;

· Loose organization of ideas;

· Inadequate creative, insightful, and original ideas

· lack or absence of references

· lack of team co-operation and participation

· Merely acceptable articulation and expression of ideas; merely acceptable presentation skills and group leading skills, no influence to general delivery

Failure (F)

· Vague and empty content, with weak integration and application of theoretical concepts into the selected topics

· Inability to demonstrate understanding of key concepts

· Loose organization of ideas

· Unsystematic expression of thoughts

· Seriously lack of team co-operation and participation

· Serious lack or absence of references

· Unclear expression of ideas, with an over-reliance on existing quotations and theoretical concepts without original insights

· Soft voice, unclear expressions of ideas seriously overtime

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Assessment Task

3. Individual Reflective Journal

Criterion

It assesses the student's reflection on the selected issues, method, findings, and/or their implications. The reflection should be thoughtful and insightful, showing the student's engagement with the material and their ability to think critically and creatively about it.

Excellent (A+, A, A-)

Strong evidence of:
· Rich content, ability to have thoughtful and insightful reflection on the selected issues, method, findings, and/or their implications;

· Being able to demonstrate the understanding of relevant theoretical concepts and the ability to apply them in the reflection;

· Being able to be well-organized and clearly written, with a coherent structure that facilitates the reader's understanding of the reflection.;

· Being able to demonstrate the original and unique perspective on the selected issues, method, findings, and/or their implications;

· Being able to create a well-organized and clearly written reflective journal with a coherent structure, along with the use of clear and accurate references to support ideas, and the expression of original thoughts in a clear and concise manner.

Good (B+, B, B-)

Good reflection and presentation

Some evidence of:

· Rich content, ability to have thoughtful and insightful reflection on the selected issues, method, findings, and/or their implications;

· Being able to demonstrate the understanding of relevant theoretical concepts and the ability to apply them in the reflection;

· Being able to be well-organized and clearly written, with a coherent structure that facilitates the reader's understanding of the reflection.;

· Being able to demonstrate the original and unique perspective on the selected issues, method, findings, and/or their implications;

· Being able to create a well-organized and clearly written reflective journal with a coherent structure, along with the use of clear and accurate references to support ideas, and the expression of original thoughts in a clear and concise manner.

Fair (C+, C, C-)

Limited evidence of:

· Rich content, ability to have thoughtful and insightful reflection on the selected issues, method, findings, and/or their implications;

· Being able to demonstrate the understanding of relevant theoretical concepts and the ability to apply them in the reflection;

· Being able to be well-organized and clearly written, with a coherent structure that facilitates the reader's understanding of the reflection.;

· Being able to demonstrate the original and unique perspective on the selected issues, method, findings, and/or their implications;

· Being able to create a well-organized and clearly written reflective journal with a coherent structure, along with the use of clear and accurate references to support ideas, and the expression of original thoughts in a clear and concise manner.

Marginal (D)
Adequate content;

· Limited ability to have reflection on the selected issues, method, findings, and/or their implications;

· Limited or irrelevant use of theoretical concepts;

· Loose organization of ideas;

· Sentence fluency and articulation is merely acceptable;

· Inadequate creative, insightful, and original ideas

· lack or absence of references

Failure (F)
· Vague and empty content, with weak integration and application of theoretical concepts on the selected issues, method, findings, and/or their implication;

· Inability to demonstrate understanding of key concepts

· Loose organization of ideas

· Unsystematic expression of thoughts

· Serious lack or absence of references

· Unclear expression of ideas, with an over-reliance on existing quotations and theoretical concepts without original insights.

Part III Other Information

Keyword Syllabus

Natural sciences and social sciences; Disciplines of social sciences in studying individual and society with special reference to criminology, psychology, social work and sociology; Methods of behavioural and social inquiries; Contributions of social sciences.

Reading List

Compulsory Readings

	Title
1	Hunt, E.F. & Colander, D.C. (2011). Social science: An introduction to the study of society (14th ed.). Boston, MA: Pearson.Chapter 1: Social Science and Its Methods, pp.1-24

2	Strada, M.J. (2009). Through the Global Lens: An Introduction to the Social Sciences (3rd ed.). New York, N.Y.: Vango Books.Chapter 2: Social Science Philosophy and Methods, pp.39 -42
3	Bryman A. (2012). Social Research Methods. Oxford: Oxford University Press. Chapter one, pp. 8-15
4	Strada, M.J. (2009). Through the Global Lens: An Introduction to the Social Sciences (3rd ed.). New York, N.Y.: Vango Books.Chapter 10: Sociology and Human Social Activity, pp.245-257, 266-270.
5	Miley, K. K., O'Melia, M. W., & DeBois, B. L. (2013). Generalist Social Work Practice (7th ed.). Toronto: Pearson. Chapter one, pp. 1-18.
6	Gelsthorpe, L. (2003). Theories of Crime. In W.H. Chui and M. Nellis (Eds.),Moving Probation Forward (pp. 19-37). Harlow: Pearson.
7	Chui, W.H. and Chan, H.C. (2012) "An empirical investigation of social bonds and juvenile delinquency in Hong Kong", Child and Youth Care Forum, 41 (4), 371-386.
8	Ho, S.M.Y. (2011). Resilience, Growth, and Distress after a Traumatic Experience. In K.K.Y. Wu, C.S.K. Tang & E.Y.S. Leung (Eds.), Healing Trauma: A Professionals' Guide in Hong Kong. (pp.89-104). Hong Kong: HKU Press.

Additional Readings

	Title
1	Baert, P. (2005). Philosophy of the social sciences: Towards pragmatism. Cambridge, UK: Polity.
2	Bernard, P., Kincaid, H., & Scheff, T.J. (Eds). (2002). Toward a sociological imagination: Bridging specialized fields. Lanham, MD: University Press of America.
3	Healy, K. (2005). Social work theories in context: Creating frameworks for practice. NewYork, NY: Palgrave Macmillan.
4	Kincaid, H. (1996). Philosophical foundations of the social sciences: Analyzing controversies in social research. Cambridge, UK: Cambridge University Press.
5	King, I. T. (2000). Social science and complexity: The scientific foundations. Huntington, NY: Nova Science Publishers.
6	Lewins, F. W. (1992). Social science methodology: a brief but critical introduction. South Melbourne, Vic: Macmillan.
7	Lilienfeld, S. O., Lynn, S. J., Namy, L. L. & Woolf, N. J. (2011). Psychology: From inquiry to understanding (2nd ed.). Boston, MA: Pearson.
8	Mills, C. W. (1959/2000). The sociological imagination. Oxford, UK: Oxford University Press.
9	Pettigrew, T. (1996). How to think like a social scientist. New York. NY: Longman.
10	Trigg, R. (2001). Understanding social science: A philosophical introduction to the social sciences. Malden, MA: Blackwell.
11	Zulke, F. J., & Kirley, J. P.(Eds). (2002). Through the eyes of social science (6th ed.). Prospect Heights, IL: Waveland Press.
12	Academy of Social Sciences & ESRC (2011).Making the case for the social sciences – No.1 wellbeing. London, UK: Academy of Social Sciences. Retrieved from http://www.campaignforsocialscience.org.uk/sites/default/files/wellbeing_brochure_view.pdf
13	Academy of Social Sciences (2011). Making the case for the social sciences – No.2 ageing. London, UK: Academy of Social Sciences. Retrieved from http://www.campaignforsocialscience.org.uk/sites/default/files/acss_making_the_case_ageing.pdf
14	Academy of Social Sciences & British Psychological Society (2011). Making the case for the social sciences – No.3 sustainability, the environment and climate change. London, UK: Academy of Social Sciences. Retrieved from http://www.campaignforsocialscience.org.uk/sites/default/files/inf176_climate_change_web.pdf