

# GECC4130 Senior Seminar Course Outline

Course Code: GECC4130 Section: \_\_\_\_\_

Title in English: Senior Seminar

Title in Chinese: 專題討論

Number of Units: 3

## Contact details for course supervisor:

Name:	
Office Location:	
Telephone:	
Email:	
Teaching Venue:	
Website:	
Other information:	College GE Website: <a href="https://www.cuhk.edu.hk/ccg/ge">https://www.cuhk.edu.hk/ccg/ge</a> College GE Office Email: <a href="mailto:cccge@cuhk.edu.hk">cccge@cuhk.edu.hk</a> College GE Office Location: M/F Chung Chi Admin. Building

## Course description:

This is a student-oriented teaching (STOT) capstone course for senior year students. Students will form an interdisciplinary team to conduct a small group research on topics of interdisciplinary nature, current affairs, cross-disciplinary knowledge or daily life issues.

With preliminary work and most of the research being carried out in the second term and the summer of the preceding academic year, students are enrolled to the course in term one, normally in the 4<sup>th</sup> year of study (Y4T1), where students will deliver an oral presentation, exchanging ideas with one another in a seminar context and submit written works.

This course cultivates knowledge and skills in problem solving, critical thinking and value judgment; nurtures appropriate attitude and techniques in cross-disciplinary collaboration, rational and contributive teamwork as well as analysis with multiple perspectives.

### Advisory:

1. This course is intended for senior year students:

- a. Course registration at Term 1 of the graduation year (e.g. Y4T1), pre-registration in Term 2 of preceding year (e.g. Y3T2).
- b. Students admitted to Senior-Year Places who will complete their undergraduate programme in 2 years should make pre-registration in Y1T2 for course registration in Y2T1.
- c. Students enrolled in an undergraduate programmes of more than 4 years of study (BChiMed, BEd, BNurs, MBChB), should normally follow the same schedule in 1(a) of taking this course in their 4<sup>th</sup> year, instead of their final year (5<sup>th</sup> or 6<sup>th</sup> year).

2. Students must pre-register with the College in Term 2 of preceding year (e.g. Y3T2) and conduct most of the research work required in the summer.

3. Students should refer to “possible schedule” at below section “Syllabus” for preparing wisely your study plan across the preceding term, the preceding summer and the course registration term (e.g. Y3T2, Summer & Y4T1).

4. Students of case 1(c) opting for taking this course later than the 4<sup>th</sup> year of attendance must notify the College GE Office before the deadline of the pre-registration period in Y3T2. To take the course in later year (e.g. Y5T1 or Y6T1), it has the same requirement of pre-registration with the College in Term 2 of preceding year (e.g. Y4T2 or Y5T2). However, students of this category have to be aware of the teaching/clinical practice, fieldwork placement, professional examinations, etc. in their Year 5 or above when considering not following the normal schedule.

## Learning outcomes:

After taking the course, students will be able to:

1. integrate learning from various disciplines.
2. conduct study to address broad issues in real life beyond their major subject.
3. address issues with basic research methodology and a liberal approach to diverse values.
4. present arguments in both oral and written form in a logical and coherent manner.
5. develop information literacy and foundations for lifelong learning.
6. demonstrate active and rational collaboration in group discussion.
7. demonstrate personal and social soft skills, and the ability to work in a team.

**Grade descriptors:**

Grade	Overall course
A	<ul style="list-style-type: none"> <li>• Examine problems with novel approaches, multiple perspectives, and outstanding problem-solving strategies.</li> <li>• Outstanding and ample justification of evidence and logical reasoning.</li> <li>• Outstanding synergy of various concepts and methods to address the problem.</li> <li>• Consistent active participation in consultations and in-class activities.</li> <li>• Quality and constructive input in group discussions and consultations.</li> <li>• Outstanding performance on all learning outcomes.</li> <li>• Complete all assessment tasks on time.</li> </ul>
A-	<ul style="list-style-type: none"> <li>• Examine problems with multiple perspectives and excellent problem-solving strategies.</li> <li>• Convincing justification of evidence and logical reasoning.</li> <li>• Integrate substantial concepts and methods to address the problem.</li> <li>• Active participation in consultations and in-class activities.</li> <li>• Quality and constructive input in group discussions and consultations.</li> <li>• Generally outstanding performance on almost all learning outcomes.</li> <li>• Complete all assessment tasks on time.</li> </ul>
B+, B, B-	<ul style="list-style-type: none"> <li>• Solve problems with routine or familiar approaches.</li> <li>• Justification of evidence or reasoning may have minor flaw or requires clarification yet acceptable.</li> <li>• General application of concepts and methods to address the problem.</li> <li>• Satisfactory participation in consultations and in-class activities.</li> <li>• Substantial performance on all learning outcomes, OR good performance on some learning outcomes which compensates for less satisfactory performance on other learning outcomes, resulting in overall substantial performance.</li> </ul>
C+, C, C-	<ul style="list-style-type: none"> <li>• Satisfactory performance on majority of learning outcomes.</li> </ul>
D+, D	<ul style="list-style-type: none"> <li>• Barely satisfactory performance on a number of learning outcomes.</li> </ul>
F	<ul style="list-style-type: none"> <li>• Unsatisfactory performance on most of the learning outcomes, OR failure to meet specified assessment requirements.</li> </ul>

**Course syllabus:**

GECC4130 is a student-oriented teaching (STOT) course for senior year students. With preliminary work being carried out in the second term and summer of the preceding academic year, class meetings take place in final year first term. Students will form an interdisciplinary small group to conduct a project study on current affairs, cross-disciplinary knowledge or daily life issues, with appropriate initial work and methodology such as literature review, survey, photovoice, interviews, field study, etc. Students will demonstrate their problem-solving skills, present their work in both oral and written form, exchange ideas with other groups in a seminar context.

Possible Schedule:

**Phase 1 – Preparation and Planning**

*Preceding 2<sup>nd</sup> Term (e.g. Y3T2)*

Mar – Pre-registration, form group and propose topic

Apr – 1<sup>st</sup> meeting with course supervisor

April to May – Submit proposal

May to June – Proposal being approved

**Phase 2 – Inquiry and Analysis**

*Preceding Summer (e.g. Y3 Summer)*

Carry out research

Consultations with and report progress to supervisor

**Phase 3 – Closure and Result Delivery**

*Final year 1<sup>st</sup> Term (e.g. Y4T1)*

Sep – Prepare presentation and report

Sep to Dec – Presentations and discussions at tutorials

Sep to Dec – Submit project report, reflective essay and intra-group peer evaluation form

The course syllabus and a possible implementation schedule are described in this section for illustration only. The actual implementation plan is subject to the recommendation and requirement by individual supervisor as well as nature of individual project.

Chung Chi students are encouraged to enrich their global outlook and expand their vision through participation of overseas programmes. Some of these programmes may be organized by the College or by other units within CUHK. Students may consider integrating their overseas experience and international exposure with Senior Seminar, for instance conducting a regional comparative study, especially if some group members would participate in an overseas programme during the preceding summer. If so, they need to plan ahead of time, present the idea at their proposal and make arrangement of long-distance consultation with supervisor during the out-town period.

**Learning activities:**

Teaching & Learning Activities	<b>Lecture</b> First meeting with course supervisor	<b>Independent Study</b>	<b>Consultations</b> By appointment At least two consultations
Type / Hour (if applicable)	In class	Out of class	Out of class
	Subject to nature of project and recommendation from individual supervisor	Subject to nature of project and recommendation from individual supervisor	Subject to nature of project and recommendation from individual supervisor
Phase	Phase 1	All 3 phases	All 3 phases

Teaching & Learning Activities	<b>Project (Planning &amp; Implementation)</b> Proposal, Conduct study, Interim Progress report, Analysis	<b>Project (Closure &amp; Result Delivery)</b> Oral presentation, Written report, Reflection	<b>Interactive Tutorials (Senior Seminar)</b> Presentation, Commentary, Discussion
Type / Hour (if applicable)	Out of class	In class	In class
	Subject to nature of project and recommendation from individual supervisor	Subject to nature of project and recommendation from individual supervisor	18-21 hrs. 6-7 lessons, subject to class size
Phase	Phase 1 & 2	Phase 3	Phase 3

**Remarks:**

- Hours of learning activities varies across different class sections subject to nature of project and recommendation from project supervisors.
- Students are recommended to refer to the “Possible Schedule” at the above section “Syllabus”.
- The lecture is held in the preceding term of the course.
- The tutorial classes of this course are conducted in an interdisciplinary senior seminar context which comprises sessions of presentation, commentary, discussion, etc.

**Assessment Scheme:**

Assessment Type	Assessment Task	Percentage	Remarks
Project 20%	Consultation	10% (Group)	Phase 1-3 • At least TWO consultations. • Submit Interim Progress Report (IPR) Form in late summer.
	Proposal	10% (Group)	Phase 1 paperwork
Presentation 20%	Oral presentation	20% (Individual)	Phase 3 in-class activities
Discussion 25%	Commentary	10% (Individual)	Phase 3 in-class activities
	Open discussion	15% (Individual)	
Report 20%	Project report	20% (Group)	Phase 3 paperwork
Essay 5%	Reflective essay	5% (Individual)	Phase 3 paperwork
Others 10%	Intra-Group Peer Evaluation	10% (Individual)	

**Remarks:**

Late submission of written assignments will be subjected to mark reduction.

**Course schedule:**

Time Period	Particular	Remarks
March	Forming group Pre-registration exercise: - submit group members information and initial project topic with required descriptions at online system.	
21 <sup>st</sup> April	First meeting with supervisor	possibility of date reschedule for particular group
April to May	Seek advice on proposal	
May to June	Submission of Proposal for approval	Download* "Guidelines for Proposal"
June to August	Conduct study Consultations with supervisor whenever needed.	Download* "Interim Progress Report Form"
August	Submission of Interim Progress Report to supervisor	
<i>First Term</i> September to December	Consultation on results and conclusion  Seven Senior Seminar Lessons on Fridays: Oral Presentation, Commentary and Discussion  Submission of Project Report, Reflective Essay and Intra-group Peer Evaluation Forms to course supervisor  Submit a duplicate of Project Report at College designated Blackboard website.	Submit presentation outline at least 7 days before presentation.  Download* "Guidelines for Reflective Essay" "Intra-group Peer Evaluation Form" "Project Report Cover Page template"

\* CCGE Website: <https://www.cuhk.edu.hk/ccg/ge> ("Course Information" under "GECC4130")

**Presentation schedule: (exact date and order to be arranged by supervisor)**

Presentation Date <i>e.g. week 2</i>	Presenting Group(s)	Commentary Group
	1	4
	2	5
	3	6
	4	7
	5	1
	6	2
	7	3

**Class Arrangements (classroom booking 3:30-6:15):**

	Lesson Arrangement	recommended time allocation (2hr – 2hrs 45mins) To be confirmed by supervisor
(i)	<u>Presentation</u> One group will present on their group study	<u>40</u> minutes
(ii)	<u>Commentary</u> Another group, the commentary group, will comment on the presentation.	<u>20</u> minutes
	Break	<u>10</u> minutes
(iii)	<u>Discussion</u> Open to all groups. Discussion led by either the presenting or commentary group (to be decided within individual class).	<u>50</u> minutes or above
(iv)	<u>Conclusion</u> By course supervisor	<u>5</u> minutes

### Required and recommended readings:

#### Required readings:

Babbie, Earl R. 2016 The Practice of Social Research. (14th ed.). MA : Cengage Learning

Kumar, R. (2014) Research methodology: a step-by-step guide for beginners. (4th ed.) Los Angeles: SAGE.

Kumar, R. (2010) 潘中道, 胡龍騰譯《研究方法：步驟化學習指南》(第二版) 台北市：學富文化事業

To be assigned by course teacher

#### Recommended readings:

Jason, L. A., & Glenwick, D. S. (Eds) (2016) Handbook of Methodological Approaches to

Community-Based Research: Qualitative, Quantitative, and Mixed Methods. New York: Oxford University Press

李逆燭 (2009) 《格物致知：思考與研究方法概要》香港: 經濟日報出版社

Benjamin F. Crabtree, William L. Miller(2007)黃惠雯譯《最新質性方法與研究》台北縣永和市: 韋伯文化國際出版

and to be assigned by course supervisor

### Feedback for evaluation:

Course and Teaching Evaluation Survey

Course-end evaluation through group representatives and e-mail exchanges

### Academic honesty and plagiarism

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed [declaration](#) that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.