CUS513 Research Seminar 論文研習班

Course Title	:	Research Seminar 論文研習班
Course Code	:	CUS513
No. of Credits	:	3 credits
Mode of Tuition	:	3 hours of lecture/seminar
Class Contact Hours	:	3 hours per week, 42 hours for the whole course
Category	:	Elective course
Discipline	:	Cultural Studies
Prerequisite(s)	:	Nil
Co-requisite(s)	:	Nil
Exclusion(s)	:	Nil
Exemption Requirements	:	Nil
Brief Course Description	:	This elective course is composed of a series of seminars. Students taking this course will be working on a common research topic recommended or approved by the instructor. Each student will be required to conduct library/internet research and field work both independently and as a member of a team, and will present research findings in a seminar, engage in seminar commentaries and discussions, and write up a research paper. The research topics will be on areas of work in cultural studies related to, for example, questions of pedagogy, journalism, popular culture, critical practice, feminism, cultural policy, social change, or historical representation.
Aims	:	• To train students to undertake serious research work on a specific topic

in cultural
studies;

- To provide a space for students to conduct research both independently and as member of a team, under the supervision of an instructor;
- To train students to present research work in a seminar and to master dynamic intellectual discussions and debates, and to write up a research paper.

Learning Outcomes : On completion of the course, students will able to:

1. LO1 : Demonstrate a critical understanding of a research topic in the field of cultural studies of significance as well as interest to themselves;
2. LO2 : write a systematic research work on a specific topic in cultural studies;
3. LO3 : discuss their research work in a seminar and to engage in dynamic intellectual discussions and debates;
4. LO4: write up a research paper with high quality.

Indicative Contents : Various issues in the field of cultural studies. Specific content may vary year from year.

Teaching Methods : Seminar discussion and independent research project.

Measurement of Learning Outcomes:

Assessment / LO	Class participation and discussion	Seminar Presentation	Research paper
	(20%)	(30%)	(50%)
LO1	v		
LO2		V	
LO3		v	
LO4			v

Measurement of Learning Outcomes : 1. Class participation and discussion to measure students' ability in identifying research topics in the field of cultural studies of significance as well as interest to themselves; (LO1)

2. Seminar presentation to measure students' skills in presenting research proposal and research findings in an academic context; (LO2, LO3)

3. Research paper to measure students' competency in employing theoretical frameworks and research methods to investigate and analyze cultural issues and in writing up a research paper with high quality. (LO4)

Assessment (20%),	:	100% continuous assessment, including class participation and discussion

seminar presentation (30%) and a research paper (50%).
The group or individual seminar presentation ranges from 30 to 45 minutes.
Research paper: Of approximate length of6,000 characters in Chinese or 4,000 words in English. If a particular student is keen on answering questions and expressing one's views, course teacher will give additional marks for that student.

Criteria for group presentation assessment

- Quality of Interpretation of the readings
- The relevance of the case to the arguments raised
- Organization of flow
- Clarity of the presentation/ commentary
- Relevance of questions raised
- Response to classmates' questions

Assessment Rubrics

1) Class Participation and discussion (20%)

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Level of participation (3%)	Participates actively and constructively all the time.	Participates actively most of the time	Participates most of the time but sometimes requires prompting.	Student does not attend tutorial.
Engagement with course materials (4%)	Engages constructively with, all course material (assigned readings, issues, concepts).	Demonstrates a good understanding of, and engages constructively with course material.	Demonstrates a basic understanding of most of the course material and engages with it, though not always successfully.	Student demonstrates little or no understanding of course material, lacks engagement with it
Quality of analysis and discussion (10%)	Provides insightful analyses, raises critical points, and advances and deepens group discussion.	Frequently provides helpful points or asks questions that advance and deepen group discussion.	Sometimes makes positive contributions that advance group discussion.	Little or no engagement / participation in group discussion even with prompting.

Engagement with others (3%)	Consistently appreciates others' contribution and engages with their ideas sensitively.	Generally appreciates others' contribution and engages with their ideas sensitively.	Attempt to appreciate others' contribution and to engage with their ideas sensitively, with some success.	Shows no appreciation of others' knowledge and skills.

2a) Seminar Presentation (30%) or

***Peer assessment will be conducted as a reference for assessment of one's contribution to the group presentation or project.**

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Content (24%)	Identifies clearly the main issues to be addressed Examines the issues from all important perspectives. Overall logic is clear.	Identifies most of the main issues to be addressed Examines the issue / problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined.	Identifies an issue area, but without specific delineation of the main issues to be addressed Examines the question/ issue/ problem from some of the important perspectives.	Fail to identify an issue area and the main issues to be addressed No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstanding
	Presenter(s) engage the audience at all times, actively seeking for suggestions from the audiences and incorporate these insights into the final project in thoughtful ways	Presenter(s) engage the audience most of the time, consistently seeking for suggestions from the audiences, and incorporate these insights into the final project	Presenter(s) attempts to engage the audience, tries to seek for suggestions from the audiences, and to incorporate these insights into the final project	Presenter(s) seem to make little attempt to engage the audience.

Team-work (6%)	Excellent performance of teamwork. Demonstrates full communication with formal roles for each group member. Equal distribution of workload.	Good performance of teamwork. Demonstrates some communication with roles for each group member. Moderate distribution of workload.	Fair performance of teamwork. Demonstrates limited communication with informal roles for each group member. Some distribution of workload.	Poor performance of teamwork. Demonstrates no communication with unclear roles for each group member. Unequal distribution of workload.

2b) Individual Seminar Presentation (30%)

Criterion	**Excellent (90-100%)**	**Good (60-89%)**	**Pass (30%-59%)**	**Failure (0-29%)**
Content (30%)	Identifies clearly the main issues to be addressed Examines the issues from all important perspectives. Overall logic is clear.	Identifies most of the main issues to be addressed Examines the issue / problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined.	Identifies an issue area, but without specific delineation of the main issues to be addressed Examines the question/ issue/ problem from some of the important perspectives.	Fail to identify an issue area and the main issues to be addressed No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstanding
	Presenter(s) engage the audience at all times, actively seeking for suggestions from the audiences and incorporate these insights into the final project in thoughtful	Presenter(s) engage the audience most of the time, consistently seeking for suggestions from the audiences, and incorporate these insights into	Presenter(s) attempts to engage the audience, tries to seek for suggestions from the audiences, and to incorporate these insights into the	Presenter(s) seem to make little attempt to engage the audience.

	ways	the final project	final project	

3) Research Paper (50%)

Criterion	Excellent (90-100%)	Good (60-89%)	Pass (30%-59%)	Failure (0-29%)
Understanding of Topic (12%)	Comprehensive understanding and coverage of issues. Insightful and well-informed. Clearly answers the question.	Clear discussion of relevant issues. Shows good insight into the subject. Answers the question.	Shows some coverage and understanding of main issues. Does not answer the question fully/directly enough.	Very little or no understanding of the issues. Does not answer the question.
Use of evidence (17%)	Wide range of evidence used to support arguments. Thoroughly researched. Use of primary sources.	Good use of evidence to support arguments. Have researched and drawn on some evidence.	Adequate range of evidence used. Could have drawn on more suitable evidence.	Inadequate use of evidence to support argument. No use of evidence to support argument
Critical analysis (17%)	Excellent critical awareness of subject matter and current issues. Shows original thinking and analysis.	Goes beyond description. Analyses material to develop argument.	More description than analysis in content. Needs to draw material together to develop argument.	Describes the issues but shows significant misunderstanding of basic issues.
Structure of Argument (2%)	Clear structure. Presents a convincing and well developed argument.	Clear structure. Develops a sound argument.	Argument needs further development. Structure needs more clarity.	Poor structure. No clear argument. No clear linkage from point to point.
Writing & Referencing (2%)	Uses references correctly. Demonstrates excellent writing skills.	Generally uses references correctly but some parts less well referenced. Competent	Some parts not referenced correctly. Writing skills could be improved.	Not referenced correctly. Poor writing skills. Needed proof reading.

		writing skills.		

Important Notes :

1. Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
2. Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
3. Students are required to submit writing assignment(s) using Turnitin.
4. To enhance students’ understanding of plagiarism, a mini-course

"Online Tutorial on Plagiarism Awareness" is available on **https://pla.ln.edu.hk/**.

5. Students must adhere to the University's guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents "*Guidelines for Using GAI Tools at Lingnan University*" and "*Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments*" can be found here: https://www.ln.edu.hk/tlc/generative-artificial-intelligence/gai- guidelines-best-practices.

Required/Essential Readings :

Pranee. (2010). Performing qualitative cross-cultural research. Cambridge University Press.

Steiner, L., & Christians, C. G. (2009). Key concepts in critical cultural studies. University of Illinois Press.

Recommended/Supplementary Readings :

Ember, C. R., & Ember, M. (2001). *Cross-cultural research methods* (selection). AltaMira Press.
Gitlin, A. (Ed.). (1994). *Power and method: Political activism and educational research* (selection). Routledge.
Gray, A. (2002). *Research practice for cultural studies: Ethnographic methods and lived cultures* (selection). Sage.
McNiff, J., & Whitehead, J. (2001). *Action research: Principles and practice* (selection). RoutledgeFalmer.

Sample course content in the previous years includes

a. CUS513I <MASTER CLASS> Research Seminar: The Cinema of Wong Kar-wai

This seminar aims to provide a platform for focused examinations of the cinema of Wong Kar-Wai. Topics to be discussed will include Wong's approach to genre, narrative and character; the work of poetics and aesthetic engagement in his films; their distinctive intervention in historical and political imaginations; their unique engagements with the audience through image, speed and voice; their challenge to the viewers' capacity to crisscross in time and space, to travel at their own pace with memory, anxiety and desire. Inevitably, we will address the styles and the ways with which they present to us issues of urbanity, ephemerality and historicity in contemporary culture. As we probe the nostalgic and futurist modes of a certain shifting Hong Kong imaginary, we will also examine the accessibility and translatability of Wong's cinema for a transnational audience today.

Peer Assessment Form

Team: _____

Instruction: Evaluate your peer team members, on their participation in the course group work. Due on submission day with the group work.

	Name	Criterion	Ratings (1-10)	Further comments (optional)
1		Participation in project activities		
		Fulfilment of her/his roles		
		Leadership		
		Overall		
2		Participation in project activities		
		Fulfilment of her/his roles		
		Leadership		
		Overall		
3		Participation in project activities		
		Fulfilment of her/his roles		
		Leadership		
		Overall		
4		Participation in project activities		
		Fulfilment of her/his roles		
		Leadership		
		Overall		
5		Participation in project activities		

		Fulfilment of her/his roles		
		Leadership		
		Overall		

** peer assessment will be counted into the final mark.