

**CUS513 Research Seminar 論文研習班**

Course Title : Research Seminar 論文研習班

Course Code : CUS513

No. of Credits/Term : 3

Mode of Tuition : Lecture and seminar

Class Contact Hours : 3 hours per week

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: <ol style="list-style-type: none"><li>1. LO1 : Demonstrate a critical understanding of a research topic in the field of cultural studies of significance as well as interest to themselves;</li><li>2. LO2 : write a systematic research work on a specific topic in cultural studies;</li><li>3. LO3 : discuss their research work in a seminar and to engage in dynamic intellectual discussions and debates;</li><li>4. LO4: write up a research paper with high quality.</li></ol>
Indicative Content	: Various issues in the field of cultural studies. Specific content may vary year from year.
Teaching Method	: Seminar discussion and independent research project.
Measurement of Learning Outcomes	: <ol style="list-style-type: none"><li>1. Class discussion to measure students' ability in identifying research topics in the field of cultural studies of significance as well as interest to themselves; (LO1)</li><li>2. Oral presentation to measure students' skills in presenting research proposal and research findings in an academic context; (LO2, LO3)</li><li>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)</li></ol>
Assessment	: 100% continuous assessment, including class participation (20%), group

seminar presentation (30%) and a research paper (50%).

The group seminar presentation ranges from 30 to 45 minutes. Research paper: Of approximate length of 5,000 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 : **1) Class Participation (20%)**

Rubrics

<b>A, A-</b>	<b>B+, B, B-</b>	<b>C+, C, C-</b>	<b>F</b>
Participates actively and constructively all the time. Engages constructively with, all course material (assigned readings, issues, concepts). Provides insightful analyses, raises critical points, and advances and deepens group discussion.	Participates actively most of the time. Demonstrates a good understanding of, and engages constructively with course material. Frequently provides helpful points or asks questions that advance and deepen group discussion. Generally appreciates	Participates most of the time but sometimes requires prompting. Demonstrates a basic understanding of most of the course material and engages with it, though not always successfully. Sometimes makes positive contributions that advance group	Student does not attend tutorial. Or if student does attend, he or she demonstrates little or no understanding of course material, lacks engagement with it, or makes little or no effort to contribute to group discussion. Little or no engagement / participation in group discussion even with prompting.

Consistently appreciates others' contribution and engages with their ideas sensitively.	others' contribution and engages with their ideas sensitively.	discussion. Attempt to appreciate others' contribution and to engage with their ideas sensitively, with some success.	Shows no appreciation of others' knowledge and skills.
---	--	---	--

**2) Group Presentation (30%)**

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

**8%**

<b>A, A-</b>	<b>B+, B, B-</b>	<b>C+, C, C-</b>	<b>F</b>
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.

**22%**

<b>A, A-</b>	<b>B+, B, B-</b>	<b>C+, C, C-</b>	<b>F</b>
Identifies and addresses clearly the main	Identifies and addresses most of the main question(s).	Identifies and addresses most of the main question(s).	Lacks an understanding of what the question requires.

question(s) Examines the question /issue/ problem from all important perspectives. Overall logic is clear. Presenter(s) engage the audience at all times.	Examines the question/issue/ problem from most of the important perspectives but not all relevant arguments and counter arguments are fully examined. Presenter(s) engage the audience most of the time.	Examines the question/ issue/ problem from some of the important perspectives. Presenter(s) engage the audience most of the time	No critical engagement with issues, and themes. Presentation characterized by serious inaccuracies and misunderstandings. Presenter(s) seem to make little attempt to engage the audience
--	---	---	---

**3) Research Paper (50%)**

<b>A, A-</b>	<b>B+, B, B-</b>	<b>C+, C, C-</b>	<b>F</b>
Identifies and addresses clearly the main question(s); Consistent perceptive and critical engagement with relevant concepts and theories; Introduction states clearly writer's thesis or position, and conclusion clearly summarizes	Identifies and addresses most of the main question(s). Frequent perceptive and critical engagement with relevant concepts and theories; Introduction states writer's thesis or position, and conclusion summarizes	Identifies and addresses most of the main question(s). Some perceptive and critical engagement with relevant concepts and theories; Introduction and conclusion are included and generally capture the essence of the topic and discussion. The language is mostly accurate;	Lacks an understanding of what the question requires. No critical engagement with issues, and themes. Introduction and conclusion are unclear, lack detail or missing altogether. Very little evidence of an ability to organize the essay into paragraphs

main arguments. The language contains very few, if any, errors in grammar and vocabulary. If slips are present, the meaning is still clear. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed meticulously.	main arguments. The language is generally accurate but contains some systematic errors in complex grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed apart from the occasional oversight.	and errors, when they occur, are more often in complex grammar and vocabulary. Errors are distracting but the overall meaning is still intelligible. Conventions of academic writing (e.g. citation, references, footnotes, etc.) are followed but at times inconsistencies and/or errors occur.	Errors in language and vocabulary are so frequent and distracting that the essay is largely incomprehensible. Does not adhere to the conventions of academic writing (e.g. citation, references, footnotes, etc.).
---	--	--	--

- 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.in.edu.hk/>.

Required Readings:

Liamputtong, Pranee (2010). *Performing qualitative cross-cultural research*. New York: Cambridge University Press.

Steiner, Linda & Christians, Clifford G (2009). *Key concepts in critical cultural studies*. Urbana, Ill.; Chicago: University of Illinois Press.

Recommended Readings:

Ember, Carol R. and Melvin Ember. *Cross-cultural Research Methods*. Walnut Creek: AltaMira Press, 2001. (selection)

Gitlin, Andrew (ed.). *Power and Method: Political Activism and Educational Research*. London and New York: Routledge, 1994. (selection)

Gray, Ann. *Research Practice for Cultural Studies: Ethnographic Methods and Lived Cultures*. London: Sage, 2002. (selection)

McNiff, Jean and Jack Whitehead. *Action Research: Principles and Practice*. London and New York: RoutledgeFalmer, 2001. (selection)

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.