

**CUS514 Independent Study 獨立專題研究**

Course Title	:	Independent Study 獨立專題研究
Course Code	:	CUS514
No. of Credits/Term	:	3
Mode of Tuition	:	Individual Supervision
Class Contact Hours	:	10 to 14 hours per course
Category	:	Elective course
Discipline	:	Cultural Studies
Prerequisite(s)	:	A CGPA 3.8 or above
Co-requisite(s)	:	Nil
Exclusion(s)	:	Each student is allowed to register for this course ONCE. Normally, part-time students should take the course in the 2nd term during the first year of study or thereafter
Exemption Requirements	:	Nil
Brief Course Description	:	The course allows a student to work independently under individual supervision on a reading and research and/or practicum project. The student will do an in-depth study in an area not covered in the other MCS courses (for MCS students) or MPS courses (for MPS students), develop specific scholarly work and gain practical experience through a well-designed and focused advanced independent project.
Aims	:	To train independent research and critical skills through an intensive study on a pertinent topic in any area of cultural studies.

- Learning Outcomes : On completion of the course, students will be able to:
1. LO1 : write a research topic in cultural studies;
  2. LO2 : demonstrate an analysis of appropriate cultural research methods and be aware of the limitations and merits of the methods employed;
  3. LO3 : complete a piece of research work independently within manageable scope and time;
  4. LO4 : critically discuss at an advanced level cultural issues related to the topic of research chosen for study
- Indicative Content : Not applicable
- Teaching Method : Lectures, seminar discussions and class presentations.
- Measurement of Learning Outcomes : 1. Research proposal / academic report is to measure students' ability to define and formulate a research topic in cultural studies; (LO1)
2. Log book/ reflection / discussion is to measure students' competency in making use of appropriate cultural research methods and be aware of the limitations and merits of the methods employed; (LO2)
3. Research paper / written feedback from supervisor is to measure students' ability to complete a piece of research work or students' ability of engagement in practical work independently within manageable scope and time; (LO3)
4. Research paper / written feedback from supervisor is to measure student's competency in critically discussing in an advanced level cultural issues related to the topic of research chosen for study. (LO4)
- Assessment : 100% continuous assessment, including class discussion (20%), research proposal (20%) and research paper (60%)
- Research Paper: Of approximate length of 10,000 characters in Chinese or 8,000 words in English. Class Discussion. If student is keen on raising relevant questions and expressing one's views to facilitate his/her research, course teacher will give additional marks for him/her.

Assessment : **1) Research proposal (20%)**

Rubrics

<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 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.	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 main arguments. The language is generally accurate but contains some systematic errors in complex grammar and vocabulary. Conventions of academic writing (e.g.	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; 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.	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. 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.).

citation, references, footnotes, etc.) are followed meticulously.	footnotes, etc.) are followed apart from the occasional oversight.	footnotes, etc.) are followed but at times inconsistencies and/or errors occur.
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**2) Class Discussion (20%)**

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

**3) Research Paper (60%)**

<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 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,	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 main arguments. The language is generally accurate but contains some systematic errors in grammar and vocabulary. Conventions of academic writing (e.g. citation, references, footnotes, etc.)	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; 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.)	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. 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.).

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meticulously. oversight. and/or errors  
occur.

- 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/>.

Required Readings:

To be determined jointly by the supervisor and the student