PROGRAMME DOCUMENT FOR RESEARCH DEGREE PROGRAMMES (for students admitted since 2025/26)

1.General Information

Programme Title	Doctor of Philosophy (PhD)/Master of Philosophy (MPhil)
Programme Code:	11601 (full-time FD/FTD/FTM) 11601 (part-time PD/PTD/PTM))
Host Department	Department of Applied Physics
Medium of Instruction	English
Mode of Study	Full-time/Part-time (FT/PT)
Study Period	4-Year PhD FT: 48 months normal, 72 months maximum PT: 96 months normal, 108 months maximum 3-Year PhD FT: 36 months normal, 60 months maximum PT: 72 months normal, 84 months maximum 2-Year MPhil FT: 24 months normal, 36 months maximum PT: 48 months normal, 60 months maximum
Requirement for Graduation	**In addition to English enhancement subjects, students have to complete the following Coursework Components** 4-Year PhD - At least 22 credits 3-Year PhD - At least 15 credits 2-Year MPhil - At least 9 credits **National Education Requirement** Complete the e-learning module on "Understanding China and the Hong Kong Special Administrative Region, P.R.C." and pass an assessment before thesis submission. **Research Components** A thesis and an oral examination on the thesis are required for both PhD and MPhil.
Final Award	Doctor of Philosophy (PhD)/Master of Philosophy (MPhil) depending on the enrollment

2.Programme Structure

<table>
<tr>
<td>Coursework components:</td>
<td>
4-Year PhD (22 credits)
Academic Integrity and Ethics (AIE) subject (1 credit)
Research Seminars III (4 credits)
Practicum (2 credits)
5 Elective Subjects (15 credits)

3-Year PhD (15 credits)
Academic Integrity and Ethics (AIE) subject/ Ethics: Research, Professional & Personal Perspectives (1 credit)
Research Seminars II (3 credits)
Practicum (2 credits)
3 Elective Subjects (9 credits)

2-Year MPhil (9 credits)
Academic Integrity and Ethics (AIE) subject/ Ethics: Research, Professional & Personal Perspectives (1 credit)
Research Seminars I (2 credits)
2 Elective Subjects (6 credits)

With effect from 2021/22 cohort onwards, all RPg students shall be required to take the Research Language Skills Assessment (RLSA) in their first semester of study at PolyU to be arranged by English Language Center (ELC). Based on their performance of the RLSA, students will need to take relevant subjects according to the following arrangement.
<table>
<tr><th>RLSA performance[1]</th><th>Required English enhancement subjects</th></tr>
<tr><td>Band 1 in both Writing, and Speaking tasks</td><td>exempted</td></tr>
<tr><td>Band 2 or above in both Writing, and Speaking tasks</td><td>ENGL6016: Advanced Academic English for Research Students: Publishing and Presenting</td></tr>
<tr><td>Band 3 or below in either Writing, or Speaking tasks</td><td>ELC6011 and ELC6012

ELC6011: Presentation Skills for Research Students
ELC6012: Thesis Writing for Research Students</td></tr>
</table>
Note 1: Band 1 is the highest grade and Band 5 the lowest.
</td>
</tr>
</table>

Coursework components:

(cont')

With effect from 2024/25 cohort onwards, all RPg students admitted in and after the 2024/25 cohort are required to pass a compulsory one-credit subject on AIE within their first study year. Students should report the AIE completion status in their first annual progress monitoring exercise. If students fail to pass the AIE by the given timeline, they would be considered making unsatisfactory progress which may lead to de-registration.

Students may choose one AIE subject from the below subject pool that best suits their research studies. The subject pool is subject to review and change.

Discipline	Subject Code(s)	Subject
Business	AF/MM/LGT5R01	Academic Integrity and Ethics in Business
	HTM5R02	Academic Integrity and Ethics in Business Studies and Research
Engineering	EEE5R03	Engineering Ethics and Academic Integrity
Health and Social Science	HTI5R04	Academic Integrity and Ethics (Health and Social Sciences)
Humanities	CBS5R05	Professional Ethics and Academic Integrity
	CHC5R06	Academic Integrity and Ethics in China-related Humanities
Science	ABCT/AP/FSN5R07	Academic Integrity and Ethics in Science

For RPg students admitted before the 2024/25 cohort and have not yet completed 'HTI6081 Ethics: Research, Professional and Personal Perspectives' before Semester One of 2024/25, they are required to complete one AIE subject from the above subject pool before thesis submission. Students who have completed HTI6081 are not required to take the AIE subject.

However, credit transfer will not be granted to returning students admitted in or after 2024/25 for the credit earned from the subject 'HTI6081 Ethics: Research, Professional & Personal Perspectives'.

<table>
<tr><td>Training Component</td><td>With effect from 2021/22 cohort onwards, stipend recipients shall receive certain training as assigned by the HoD/DoS in consultation with the Supervisor(s) in his/her department for not less than 100 hours per year for teaching and professional service.

Stipend recipients are required to report the teaching and service training in annual progress reports.</td></tr>
<tr><td>National Education Component</td><td>With effect from 2022/23 cohort onwards, all RPg students shall be required to complete the e-learning module on “Understanding China and the Hong Kong Special Administrative Region, P.R.C.” and pass an assessment before thesis submission as a graduation requirement.

Students could access the e-Learning module via Learn@PolyU. The course ID for research postgraduate students is listed below.

<table><tr><th>Course ID code</th><th>Course Name</th></tr><tr><td>UCHKSAR_RPg_2022</td><td>Understanding China and the Hong Kong Special Administrative Region, P.R.C. (RPg)</td></tr></table></td></tr>
<tr><td>Research components:</td><td>Students are required to submit a thesis when their study is completed. The thesis should summarize the findings of the student’s original and independent research.

An oral examination on the submitted thesis is required for the student. The oral examination comprises the following parts where the sequence is to be determined by individual board of examiners (BoE):

• A closed session in which the BoE holds a preliminary discussion in the student’s absence.
• A full oral presentation by the student to the BoE and others in attendance.
• An open question period, involving the members of the BoE and others in attendance. Questions from the floor must be addressed through the Chair of the BoE, who will exercise discretion on the appropriateness of a question to be put forward to the examinee.
• A session involving further discussion between the student and the BoE.
• A closed session, in which the BoE assesses the thesis and the student’s performance in the student’s absence.
• A closed session, in which the BoE informs the student of the BoE’s recommendations.</td></tr>
</table>

3.The Rationale and Aims and Intended Learning Outcome of the Programme

This research degree programme is to provide rigorous training to students who aspire to become researchers or scholars capable of conducting independent and original research, and producing research findings that are relevant and significant to their chosen field of specialization. This programme of study is to equip students with the knowledge, skills and abilities to perform research activities with innovation and creativity.

Expected attributes	**Institutional Learning Outcomes (MPhil)**	**Intended Learning Outcomes of Individual Research Degree Programme (MPhil)**
Socially responsible leaders with a strong sense of national pride and a global outlook	Demonstrate a critical awareness of current issues in local, national and global contexts, be able to deal with complex issues and make responsible decisions, and lead with integrity and pride for the benefit of society and a sustainable future.	MPhil graduates should demonstrate a critical awareness of current issues in both physics and materials science. These graduates should be capable of dealing with complex issues in their fields, making responsible decisions, and leading with integrity and pride. They are expected to contribute to the advancement of society and promote a sustainable future through their expertise in the discipline.
Future-ready professionals who possess technical acumen	Be able to critically apply advanced discipline knowledge and scholastic skills in a broad range of professional contexts, make critical use of changing and emerging technologies for work, and deal with complex interdisciplinary issues. They should be able to critically apply advanced knowledge in their expertise areas, perform research with minimal supervision, and make valuable contributions to the discovery of knowledge.	MPhil graduates should be able to critically apply advanced knowledge and skills in physics/materials science across a broad range of professional contexts. They should make critical use of changing and emerging technologies in their work and address complex interdisciplinary issues. They are expected to perform research with minimal supervision and make valuable contributions to the discovery and advancement of knowledge in the discipline.
Critical thinkers and creative problem solvers	Be able to critically evaluate complex information and arguments, make sound judgement in the absence of complete data, identify and analyse problems in complex situations and formulate creative strategic solutions. They should be able to formulate individual research tasks and develop well-reasoned solutions.	MPhil graduates should be able to critically evaluate complex information and arguments, making sound judgments even in the absence of complete data. These graduates should be capable of identifying and analyzing problems in complex situations and formulating creative, strategic solutions. They are expected to formulate individual research tasks and develop well-reasoned solutions.
Effective communicators and collaborators	Be able to communicate effectively with a broad range of audiences, and foster effective and harmonious collaboration in an intercultural and/or interdisciplinary team.	MPhil graduates should be able to articulate complex concepts and research findings in their field of study clearly and effectively to a broad range of audiences. They should foster effective and harmonious collaboration within intercultural and interdisciplinary teams, leveraging their expertise to contribute meaningfully to academic and professional endeavors.
Adaptable and resilient lifelong learners	Engage in continual professional development, reflect on their goals and purposes, refine their learning approaches, adapt to unfamiliar learning situations, and persevere through setbacks.	MPhil graduates should engage in continual professional development, reflecting on their goals and purposes. They should refine their learning approaches, adapt to unfamiliar learning situations, and persevere through setbacks. They should to use these experiences to further their understanding and contribute to scientific advancement.

Expected attributes	Institutional Learning Outcomes (PhD)	Intended Learning Outcomes of Research Degree Programme (PhD)
Socially responsible leaders with a strong sense of national pride and a global outlook	PhD graduates are expected to demonstrate foresight and originality in tackling emerging and unforeseen local, national and global challenges, be able to deal with highly complex issues and make responsible decisions, and lead with integrity and pride for the benefit of society and a sustainable future.	PhD graduates should demonstrate foresight and originality in addressing emerging and unforeseen local, national and global challenges in the field of physics and materials science. They should be capable of dealing with highly complex physical phenomena and making responsible decisions that lead to innovative solutions. They are expected to lead with integrity and pride, contributing to the advancement of science and promoting a sustainable future through their expertise in physics and materials science.
Future-ready professionals who possess technical acumen	PhD graduates should be able to critically apply knowledge and skills at the forefront of an academic discipline and extend that knowledge through original research, anticipate future technology needs for professional practice, and deal with emerging complex interdisciplinary issues. They should be well-versed in research skills and be able to critically apply in-depth knowledge in their expertise areas, perform independent research, and make significant and original contributions to the discovery and advancement of knowledge.	PhD graduates should be able to critically apply advanced knowledge and skills in the field of physics and materials science, extending the knowledge through original research. They should anticipate future technological needs and trends in physics and related disciplines, addressing emerging complex interdisciplinary issues. They are expected to be proficient in research methodologies, capable of performing independent research, and making significant and original scientific discovery and knowledge advancement.
Critical thinkers and creative problem solvers	PhD graduates should be able to engage in critical inquiry of complex issues, make astute judgement in the absence of complete data, conceptualise problems in professional contexts and formulate sophisticated original solutions. They shoud demonstrate robust logical thinking to identify and formulate original research problems and develop innovative solutions.	PhD graduates should engage in critical inquiry of complex physical phenomena, making astute judgments even in the absence of complete data. They should be able to conceptualize problems in physics, materials science and related disciplines, and formulate sophisticated, original solutions. They are expected to demonstrate robust logical thinking to identify and formulate original research problems, developing innovative solutions for the advancement of the specific domains of knowledge.
Effective communicators and collaborators	PhD graduates should be able to communicate complex ideas effectively to both specialist and nonspecialist audiences, and establish and sustain interdisciplinary collaborations in academic/ professional endeavours.	PhD graduates should be able to articulate complex physical concepts and research findings clearly and effectively to both specialist and non-specialist audiences. They should also be capable of establishing and sustaining interdisciplinary collaborations, leveraging their expertise in applied physics to contribute meaningfully to academic and professional endeavors across various fields.
Adaptable and resilient lifelong learners	PhD graduates are expected to engage in an enduring quest for knowledge with a deep sense of purpose, critically reflect on their epistemic beliefs and learning approaches, adapt to new learning situations, and learn from failure.	PhD graduates should engage in a continuous quest for knowledge, driven by a deep sense of purpose. They should critically reflect on their scientific beliefs and research methodologies, adapting to new learning situations and advancements in various disciplines. They are expected to learn from failures and setbacks, using these experiences to further their understanding and contribute to the science advancement.

4. The Curriculum

M.Phil /Ph.D.

Stage/ Semester	Subject Code	Subject	Credit	Compulsory/ Elective	Pre-requisite	Remarks
1/1	AIE Subject/ HTI6081	Academic Integrity and Ethics (AIE)subject/ Ethics: Research, Professional & Personal Perspectives	1	C	None	
All	AP601(A/B)	Research Seminars I	1	C	None	Students are recommended to complete one credit per year (for full-time students) or per two years (for part-time students) to fulfil the above-mentioned requirement, with an overall assessment grade of Pass and Fail. However, as deemed appropriate by the Chief Supervisor, they are allowed to complete at most two credits per year (for full-time students) or per two years (for part-time students) to fulfil the research seminar credit requirement.
All	AP602(A/B/C)	Research Seminars II	1	C	None	
All	AP603 (A/B/C/D)	Research Seminars III	1	C	None	
D	AP605	Practicum	2	C	None	Students are allowed to complete these two credits any time before they graduate. They can choose to complete these two credits in two different semesters or within the same semester, subject to the approval of the Chief Supervisor. Stipend recipients are not allowed to fulfill part of their departmental training requirement through the completion of the Practicum credits as Practicum is credit-bearing and part of the coursework requirements. For students who are required to undertake teaching supporting activities, they should be required to complete the training programmes orgainsed by the EDC and ELC before the commencement of any teaching supporting activities.
D	AP616	Smart Materials	3	E	None	

		and Structures				
D	AP617	Advanced Instrumentation for Materials Analysis	3	E	None	
D	AP618	Science and Technology of Micro- and Nano-systems	3	E	None	
D	AP619	Microfabrication Laboratory	3	E	None	
D	AP620	Atomistic View of Matter: Modeling & Simulation	3	E	None	
D	AP621	Advanced Electron Microscopy: Theory and Practice	3	E	None	
D	AP622	Emerging Memory Technologies	3	E	AP20012, AP30011, AP40006 or equivalent	
D	AP623	Optoelectronics: from Quantum Theory to Modern Technologies	3	E	None	
D	AP6912	**Guided Study** in Polymer Electronics	3	E	None	For the number of guided study subjects that can be taken, no more than 9 credits for 4-year full-time PhD/8-year part-time PhD, no more than 6 credits for 3-year full-time PhD/6-year part-time PhD, and no more than 3 credits for 2-year full-time MPhil/4-year part-time MPhil, are allowed.
D	AP6913	**Guided Study** in Optical Properties of Luminescent Materials	3	E	None	
D	AP6914	**Guided Study** in Ferroelectric Materials	3	E	None	
D	AP6915	**Guided Study** on Research Topics in Applied Physics	3	E	None	

D	ELC6011	Presentation Skills for Research Students	2	C	None	Before thesis submission, students are required to take and pass this English enhancement subjects.
D	ELC6012	Thesis Writing for Research Students	3	C	ELC6011	
D	ENGL6016	Advanced Academic English for Research Students: Publishing and Presenting	3	C	None	

D – depending on the offering department's arrangement.

Elective subjects (E) offered by other departments/universities

For PhD or MPhil students who find difficulty in taking the suggested elective courses from the curriculum, they could propose other available research postgraduate subjects offered by other departments/universities as their elective courses but subject to approval from their Chief Supervisors.

Curriculum Map

The curriculum map gives a holistic view of the programme to which each intended learning outcome will be taught and assessed in the programme (see "The Rationale, Aims and Intended Learning Outcome of the Programme" section). The corresponding curriculum map is given in the Appendix - **Attachment II**.

5.Summary of the Subject Information

Subject Code	Subject Name	Credit	Pre-requisite	Teaching Methods	Assessment Methods
AIE/ HTI6081	Academic Integrity and Ethics (AIE)/ Ethics: Research, Professional & Personal Perspectives	1	None	Lecture/seminar/ workshop	Report /presentation
AP601 (A/B)	Research Seminars I	1	None	seminar/ workshop/ conference	Attendance/ report
AP602 (A/B/C)	Research Seminars II	1	None	seminar/ workshop/ conference	Attendance/ report
AP603 (A/B/C/D)	Research Seminars III	1	None	seminar/ workshop/ conference	Attendance/ report
AP605	Practicum	2	None	Lecture and Hands-on experiments	SFQ, HoD/DoS/delegate review
AP616	Smart Materials and Structures	3	None	Lecture and Hands-on experiments	Continuous assessment and examination
AP617	Advanced Instrumentation for Materials Analysis	3	None	Lecture and Hands-on experiments	Continuous assessment and examination
AP618	Science and Technology of Micro- and Nano-systems	3	None	Lecture and Hands-on experiments	Continuous assessment and examination
AP619	Microfabrication Laboratory	3	None	Lecture and Hands-on experiments	Continuous assessment and Test
AP620	Atomistic View of Matter: Modeling & Simulation	3	None	Lecture and Hands-on experiments	Continuous assessment and examination
AP621	Advanced Electron Microscopy: Theory and Practice	3	None	Lecture and Hands-on experiments	Continuous assessment and examination
AP622	Emerging Memory Technologies	3	AP20012, AP30011, AP40006 or equivalent	Lecture and Hands on experiments	Continuous assessment and Project
AP623	Optoelectronics: from Quantum Theory to Modern Technologies	3	None	Lecture and Hands on experiments	Continuous assessment and Project
AP6912	Guided Study in Polymer Electronics	3	None	Personal supervision and training	Report & Presentation
AP6913	Guided Study in Optical Properties of Luminescent Materials	3	None	Personal supervision and training	Report & Presentation

AP6914	Guided Study in Ferroelectric Materials	3	None	Personal supervision and training	Report & Presentation
AP6915	Guided Study on Research Topics in Applied Physics	3	None	Personal supervision and training	Report & Presentation
ELC6011	Presentation Skills for Research Students	2	None	Seminar	Continuous assessment
ELC6012	Thesis Writing for Research Students	3	ELC6011	Seminar	Continuous assessment
ENGL6016	Advanced Academic English for Research Students: Publishing and Presenting	3	None	Lecture and interactive activities	Class Participation/ Individual Presentation/ Term Paper

The detailed Subject Description Forms of all subjects are given in the Appendix.

6. Terms and Conditions

This Programme Document is subject to review and changes which the programme offering Faculty/Department/School can decide to make from time to time. Students will be informed of the changes as and when appropriate.

This Document should be read together with the "Regulations and Administrative Procedures for the Degrees of MPhil and PhD" (for staff only) and the "Research Student Handbook".

Appendix

1) Attachment II – Curriculum Map for Individual Research Degree Programme

2) Attachment III – Subject Description Form
    - AIE/HTI6081
    - AP601(A/B)
    - AP602(A/B/C)
    - AP603(A/B/C/D)
    - AP605
    - AP616
    - AP617
    - AP618
    - AP619
    - AP620
    - AP621
    - AP622
    - AP623
    - AP6912
    - AP6913
    - AP6914
    - AP6915
    - ELC6011
    - ELC6012
    - ENGL6016

Attachment II

Curriculum Map for Individual Research Degree Programme

Programme Title: MPhil

Hosted by: Department of Applied Physics

Programme Outcomes	**Subject AIE/HTI 6081**	**Subjects ELC6011, ELC6012, ENGL6016**	**Seminar AP601(A/B)**	**Subjects AP616 –619**	**Subject AP620**	**Subject AP621**	**Subject AP622**	**Subject AP623**	**Subjects AP6912–6915**	**Thesis**
1. MPhil graduates should demonstrate a critical awareness of current issues in both physics and materials science. These graduates should be capable of dealing with complex issues in their fields, making responsible decisions, and leading with integrity and pride. They are expected to contribute to the advancement of society and promote a sustainable future through their expertise in the discipline.	√			√	√	√	√	√	√	
2. MPhil graduates should be able to critically apply advanced knowledge and skills in physics/materials science across a broad range of professional contexts. They should make critical use of changing and emerging technologies in their work and address complex interdisciplinary issues. They are expected to perform research with minimal supervision and make valuable contributions to the discovery and advancement of knowledge in the discipline.				√	√	√	√	√	√	√
3. MPhil graduates should be able to critically evaluate complex information and arguments, making sound judgments even in the absence of complete data. These graduates should be capable of identifying and analyzing problems in complex situations and formulating creative, strategic solutions. They are expected to formulate individual research tasks and develop well-reasoned solutions.				√	√	√	√	√	√	√
4. MPhil graduates should be able to articulate complex concepts and research findings in their field of study clearly and effectively to a broad range of audiences. They should foster effective and harmonious collaboration within intercultural and interdisciplinary teams, leveraging their expertise to contribute meaningfully to academic and professional endeavors.		√	√							√

5. MPhil graduates should engage in continual professional development, reflecting on their goals and purposes. They should refine their learning approaches, adapt to unfamiliar learning situations, and persevere through setbacks. They should to use these experiences to further their understanding and contribute to scientific advancement.	√	√	√							√

Programme Title: PhD

Hosted by: Department of Applied Physics

Programme Outcomes	**Subject AIE/HTI 6081**	**Subjects ELC6011, ELC6012, ENGL6016**	**Seminar AP602(A/B/C), AP603(A/B/C/D)**	**Practicum AP605**	**Subjects AP616 –619**	**Subject AP620**	**Subject AP621**	**Subject AP622**	**Subject AP623**	**Subjects AP6912–6915**	**Thesis**
1. PhD graduates should demonstrate foresight and originality in addressing emerging and unforeseen local, national and global challenges in the field of physics and materials science. They should be capable of dealing with highly complex physical phenomena and making responsible decisions that lead to innovative solutions. They are expected to lead with integrity and pride, contributing to the advancement of science and promoting a sustainable future through their expertise in physics and materials science.	√				√	√	√	√	√	√	

2. PhD graduates should be able to critically apply advanced knowledge and skills in the field of physics and materials science, extending the knowledge through original research. They should anticipate future technological needs and trends in physics and related disciplines, addressing emerging complex interdisciplinary issues. They are expected to be proficient in research methodologies, capable of performing independent research, and making significant and original scientific discovery and knowledge advancement.					√	√	√	√	√	√	√
3. PhD graduates should engage in critical inquiry of complex physical phenomena, making astute judgments even in the absence of complete data. They should be able to conceptualize problems in physics, materials science and related disciplines, and formulate sophisticated, original solutions. They are expected to demonstrate robust logical thinking to identify and formulate original research problems, developing innovative solutions for the advancement of the specific domains of knowledge.					√	√	√	√	√	√	√
4. PhD graduates should be able to articulate complex physical concepts and research findings clearly and effectively to both specialist and non-specialist audiences. They should also be capable of establishing and sustaining interdisciplinary collaborations, leveraging their expertise in applied physics to contribute meaningfully to academic and professional endeavors across various fields.		√	√	√							√
5. PhD graduates should engage in a continuous quest for knowledge, driven by a deep sense of purpose. They should critically reflect on their scientific beliefs and research methodologies, adapting to new learning situations and advancements in various disciplines. They are expected to learn from failures and setbacks, using these experiences to further their understanding and contribute to the science advancement.	√	√	√								√

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	AP5R07
Subject Title	Academic Integrity and Ethics in Science
Credit Value	1
Level	5
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	1. Raise students' awareness of the importance of adhering high standards of academic integrity. 2. Enhance students' ability to critically analyse ethical issues and make appropriate ethical decisions. 3. Equip students in science with a deep understanding and respect of academic integrity and ethics that they can apply in their scientific research and use of generative artificial intelligence (AI) at PolyU as well as in their future professional endeavours.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. Demonstrate knowledge and understanding of the concepts and principles of academic integrity and ethics. b. Demonstrate awareness and ability to analyse academic integrity and ethical issues, such as copyright and plagiarism, and act properly to avoid academic and ethical misbehaviours. c. Recognise important ethical issues and practices in a university context. d. Understand the implications and concerns on academic integrity raised by the latest technology, such as ChatGPT and other Generative Artificial Intelligence (GenAI) tools. e. Identify and deal with complex ethical and professional issues in discipline-specific settings, and be able to communicate effectively the issues to the stakeholders and the public. f. Develop a consciousness of prevailing ethical issues and dilemmas in relation to their specific scientific research area and generative AI. g. Critically analyse and debate scenarios of potential or actual ethical misconduct within the scope of their scientific discipline and generative AI. h. Discuss the extension and application of research ethics principles to professional and personal codes of conduct in the context of scientific integrity and societal wellbeing.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	• The Necessity for Ethics Training: Understanding ethical behaviour in scientific research and generative AI through case studies and learning from past errors. • Philosophy and Ethics Codes: Origins and applications of ethical guidelines. • The Intersection of Culture, Religion, and Law: Understanding the connection between these and ethical codes of conduct.

<table>
<tr><td></td><td>

Research Project Ethical Clearance: Procedures, methodologies, and considerations for obtaining ethical approval.
Discipline-Specific Ethics: Common problems, guiding principles, and discipline-specific scenarios in science, including use of animals and human beings in scientific research, gene editing, societal impact, environmental and security issues, etc.
Ethics and Human Behaviour: Individual, professional, and societal responsibilities in the context of the ethical use of generative AI.
Ethical Information Use: Comprehension of copyright, plagiarism, and appropriate citation, particularly for research and scientific writing that involve the use of generative AI.

</td></tr>
<tr><td>Teaching/Learning Methodology
(Note 3)</td><td>Lectures: Related knowledge and background will be introduced. Case studies will be employed to illustrate the relevant issues. Guest speakers will be invited to deliver guest lectures on selected topics if deemed necessary. Interactive discussions will be fostered to stimulate critical thinking and propose ethical solutions and decision-making strategies.

Group presentations: Groups of students will deliver presentations on selected topics and answer questions from the lecturer and other students. This will reinforce their teamwork, enable them to have a better understanding on ethnics in science, and promote collaborative learning and the application of ethical principles.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes
(Note 4)</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="8">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td><td>g</td><td>h</td></tr>
<tr><td>1. Individual assignment on discipline-related scenario/case analysis</td><td>50%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr>
<tr><td>2. Group presentation</td><td>50%</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="8"></td></tr>
</table>
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

1. Each student will be required to submit an assignment on discipline-related scenario/case analysis, which will assess the student’s ability to identify and analyse ethical issues in related fields and figure out how these could be avoided or resolved.

2. Students will be grouped to deliver presentations on selected topics, which will assess their ability to present and argue points in support of their rationale.

The subject will be assessed on a Pass/Fail grading mechanism.
</td></tr>
</table>

Student Study Effort Expected	Class contact:	
	▪ Lecture/seminar/workshop/presentation	13 Hrs.
	Other student study effort:	
	▪ Self study and group work	13 Hrs.
	▪ Assignment preparation	13 Hrs.
	Total student study effort	39 Hrs.
Reading List and References	• Saxena, A., (2019). Ethics in Science: Pedagogic Issues and Concerns. Springer. • Rollin, B. E., (2006). Science and ethics. Cambridge University Press. • Bretag, T. (2016). Handbook of academic integrity. Springer Singapore. • Rettinger, D. A., & Gallant, T. B. (2022). Cheating Academic Integrity: Lessons from 30 Years of Research. Wiley. • Holbrook, J. B., & Mitcham, C., (2015). Ethics, science, technology, and engineering: a global resource (2nd edition). Gale, Cengage Learning. • Comstock, G., (2010). Life science ethics (2nd edition). Springer. • von Braun, J., S. Archer, M., Reichberg, G. M. & Sánchez Sorondo, M., (2021). Robotics, AI, and Humanity: Science, Ethics, and Policy. Springer Nature. • Loukides, M., Mason, H. & Patil, D. J., (2018). Ethics and Data Science. O'Reilly Media, Inc. • Cotton, D. R., Cotton, P. A., & Shipway, J. R. (2023). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. Innovations in Education and Teaching International, 1-12. https://doi.org/10.1080/14703297.2023.2190148	

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

Attachment III

Subject Description Form

Subject Code	HTI6081
Subject Title	Ethics: Research, Professional & Personal Perspectives
Credit Value	1
Level	6
Pre-requisite / Co-requisite/ Exclusion	None
Objective	• To equip students with a deep appreciation of ethical guidelines and codes of conduct that they can apply in their research studies at PolyU and in their future professional and personal lives.
Intended Learning Outcomes *(Note 1)*	On successful completion of this subject, students will be able to: 1. Demonstrate knowledge and understanding of the need for ethical behavior and guiding codes of ethics in research and the professions. 2. Understand, discuss and apply ethical principles and codes across a range of disciplines and scenarios 3. Demonstrate awareness of current ethical issues and problems in relation to their own discipline and research area 4. Critically analyze and discuss scenarios cases of possible or actual ethical misconduct 5. Discuss how the guiding principles of ethics in research extend and apply to business, professional and personal codes of conduct and why this important to integrity and the well being of business, the professions and our community. 6. Show a fundamental understanding of the issues of copyright, plagiarism and proper citation, and be able to apply this in their own work.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	• The need for ethics training and the meaning of ethical behavior in research: case studies, disasters and learning by the mistakes of others • Philosophy and codes of ethics and their origins • Culture, religion and the law – how these relate to ethical codes of conduct • Obtaining ethical approval for a research project: procedures and processes • Ethics in life science, humanities, education, business and industry: common issues, guiding principles, discipline specific scenarios • Ethics and human behavior: individual, professional and societal responsibilities • Recent ethical issues affecting Hong Kong and the society in general • Ethical use of information in thesis writing: understanding copyright, plagiarism and proper citation

<table>
<tr><td>Teaching/Learning Methodology

(Note 3)</td><td>Lecture/seminar/workshop</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr>
<tr><td>1. Group assignment on discipline specific scenario/case study analysis</td><td>100 %</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td><td>√</td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:
1. Discipline specific scenario/case study analysis will assess ability to identify and analyze ethical issues in the student's own discipline and to present a coherent and detailed critique and plan on how these could be avoided or resolved (giving sources and written work accompanied by a Tum-it-in Report). The group assignment will assess the student's ability to identify, discuss and analyze ethical principles and issues from a wide perspective, and evaluate how individual, professions and societies benefit from following ethically acceptable behavior and practices.
</td></tr>
<tr><td>Student Study Effort Required</td><td>
<table>
<tr><td colspan="2">Class contact:</td></tr>
<tr><td>• Lecture/seminar/workshop/oral presentation</td><td>16 Hrs.</td></tr>
<tr><td colspan="2">Other student study effort:</td></tr>
<tr><td>• Self study and group work</td><td>27.5 Hrs.</td></tr>
<tr><td>• Assignment preparation</td><td>15 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>58.5 Hrs.</td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td>Materials from the Hong Kong Ethics development website
(http://www.icac.org.hk/hkedc/eng/library2.asp)

Materials from EthicsWeb.ca
(http://www.ethicsweb.ca/resources/professional/issues.html)</td></tr>
</table>

	Selected readings and videos Declaration of Helsinki (revised 2008)

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method
This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	AP601 (A/B)
Subject Title	Research seminars I
Credit Value	1
Level	6
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	The main objectives of this series of research seminars/workshops are to • provide an opportunity for our research students and research staff to present the latest results of their research achievement to their peers, • bring together research students, research staff, and professors within AP department to exchange and share knowledge and experience on various aspects of scientific research, • provide an in-depth analysis and study of specific research topics and update the knowledge of recent development in the related research communities, and to • invite local and oversea research scientists/professors to present their recent advancement and/or to explain their view in the future development of research areas of excellent. Hence, this series of research seminars/workshops will • bring together research students, research staff, academicians and experts to exchange and share knowledge and experience on various aspects of scientific research with the invited speakers, and • improve our connection and visibility to the research communities.
Intended Learning Outcomes	Upon completion of the research seminars /workshops, students will be able to: • achieve instant critical thinking – analysis and evaluation of assumption, claims, evidence, and arguments during the short period of discussion as well as raise questions. • improve information literacy – develop capability to distinguish different kinds of information sources, composing search strategies, and retrieving useful and relevant information. • refill communication skill – demonstrate the capability in written and spoken (English as a medium) to present and discuss research information within the scientific community and society. • establish networking – get to know researchers and scientists in their field of studies.
Subject Synopsis/ Indicative Syllabus	• Nanomaterials included 2D materials • Photonic Materials and Devices • Smart Materials and Devices • Theoretical and Computational Physics

<table>
<tr><td>Teaching/Learning Methodology</td><td>In order to stimulate and motivate the students' interest in the seminar/workshop participation, the hottest and latest advancement research topics will be presented. This will lead to the students' further exploration of potential novel research directions and studies as well as stimulate the students' creative thinking.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes (per year)</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td></td><td></td><td></td></tr>
<tr><td>1. Attendance in 10 research seminars</td><td>40</td><td>✓</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>2. Submission of one technical report on one of the research seminars</td><td>30</td><td></td><td></td><td>✓</td><td></td><td></td><td></td></tr>
<tr><td>3. Presentation</td><td>30</td><td></td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100</td><td colspan="6"></td></tr>
</table>
a) Attendance in research seminars/workshops, b) language proficiency, c) writing skill for technical report. The overall assessment grade is of Pass or Fail.
</td></tr>
<tr><td>Student Study Effort Expected (per year)</td><td>
<table>
<tr><td>Contact:</td><td></td></tr>
<tr><td>▪ Seminar attendance</td><td>20 Hrs.</td></tr>
<tr><td>▪ Present at seminar/workshop/conference</td><td>2 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Self-learning, report writing and independent learning</td><td>18 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>40 Hrs.</td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td>Provided by the speakers of the seminars/workshops</td></tr>
</table>

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	AP602 (A/B/C)
Subject Title	Research seminars II
Credit Value	1
Level	6
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	The main objectives of this series of research seminars/workshops are to • provide an opportunity for our research students and research staff to present the latest results of their research achievement to their peers, • bring together research students, research staff, and professors within AP department to exchange and share knowledge and experience on various aspects of scientific research, • provide an in-depth analysis and study of specific research topics and update the knowledge of recent development in the related research communities, and to • invite local and oversea research scientists/professors to present their recent advancement and/or to explain their view in the future development of research areas of excellent. Hence, this series of research seminars/workshops will • bring together research students, research staff, academicians and experts to exchange and share knowledge and experience on various aspects of scientific research with the invited speakers, and • improve our connection and visibility to the research communities.
Intended Learning Outcomes	Upon completion of the research seminars /workshops, students will be able to: • achieve instant critical thinking – analysis and evaluation of assumption, claims, evidence, and arguments during the short period of discussion as well as raise questions. • improve information literacy – develop capability to distinguish different kinds of information sources, composing search strategies, and retrieving useful and relevant information. • refill communication skill – demonstrate the capability in written and spoken (English as a medium) to present and discuss research information within the scientific community and society. • establish networking – get to know researchers and scientists in their field of studies.
Subject Synopsis/ Indicative Syllabus	• Nanomaterials included 2D materials • Photonic Materials and Devices • Smart Materials and Devices • Theoretical and Computational Physics

<table>
<tr><td>Teaching/Learning Methodology</td><td>In order to stimulate and motivate the students' interest in the seminar/workshop participation, the hottest and latest advancement research topics will be presented. This will lead to the students' further exploration of potential novel research directions and studies as well as stimulate the students' creative thinking.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes (per year)</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td></td><td></td><td></td></tr>
<tr><td>1. Attendance in 10 research seminars</td><td>40</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>2. Submission of one technical report on one of the research seminars</td><td>30</td><td></td><td></td><td>✓</td><td></td><td></td><td></td></tr>
<tr><td>3. Presentation</td><td>30</td><td></td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100</td><td colspan="6"></td></tr>
</table>
a) Attendance in research seminars/workshops, b) language proficiency, c) writing skill for technical report. The overall assessment grade is of Pass or Fail.
</td></tr>
<tr><td rowspan="5">Student Study Effort Expected (per year)</td><td>Contact:</td><td></td></tr>
<tr><td>▪ Seminar attendance</td><td>20 Hrs.</td></tr>
<tr><td>▪ Present at seminar/workshop/conference</td><td>2 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Self-learning, report writing and independent learning</td><td>18 Hrs.</td></tr>
<tr><td></td><td>Total student study effort</td><td>40 Hrs.</td></tr>
<tr><td>Reading List and References</td><td colspan="2">Provided by the speakers of the seminars/workshops</td></tr>
</table>

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	AP603 (A/B/C/D)
Subject Title	Research seminars III
Credit Value	1
Level	6
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	The main objectives of this series of research seminars/workshops are to • provide an opportunity for our research students and research staff to present the latest results of their research achievement to their peers, • bring together research students, research staff, and professors within AP department to exchange and share knowledge and experience on various aspects of scientific research, • provide an in-depth analysis and study of specific research topics and update the knowledge of recent development in the related research communities, and to • invite local and oversea research scientists/professors to present their recent advancement and/or to explain their view in the future development of research areas of excellent. Hence, this series of research seminars/workshops will • bring together research students, research staff, academicians and experts to exchange and share knowledge and experience on various aspects of scientific research with the invited speakers, and • improve our connection and visibility to the research communities.
Intended Learning Outcomes	Upon completion of the research seminars /workshops, students will be able to: • achieve instant critical thinking – analysis and evaluation of assumption, claims, evidence, and arguments during the short period of discussion as well as raise questions. • improve information literacy – develop capability to distinguish different kinds of information sources, composing search strategies, and retrieving useful and relevant information. • refill communication skill – demonstrate the capability in written and spoken (English as a medium) to present and discuss research information within the scientific community and society. • establish networking – get to know researchers and scientists in their field of studies.
Subject Synopsis/ Indicative Syllabus	• Nanomaterials included 2D materials • Photonic Materials and Devices • Smart Materials and Devices • Theoretical and Computational Physics

<table>
<tr><td>Teaching/Learning Methodology</td><td>In order to stimulate and motivate the students' interest in the seminar/workshop participation, the hottest and latest advancement research topics will be presented. This will lead to the students' further exploration of potential novel research directions and studies as well as stimulate the students' creative thinking.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes (per year)</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td></td><td></td><td></td></tr>
<tr><td>1. Attendance in 10 research seminars</td><td>40</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>2. Submission of one technical report on one of the research seminars</td><td>30</td><td></td><td></td><td>✓</td><td></td><td></td><td></td></tr>
<tr><td>3. Presentation</td><td>30</td><td></td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100</td><td colspan="6"></td></tr>
</table>
a) Attendance in research seminars/workshops, b) language proficiency, c) writing skill for technical report. The overall assessment grade is of Pass or Fail.
</td></tr>
<tr><td>Student Study Effort Expected (per year)</td><td>
<table>
<tr><td>Contact:</td><td></td></tr>
<tr><td>▪ Seminar attendance</td><td>20 Hrs.</td></tr>
<tr><td>▪ Present at seminar/workshop/conference</td><td>2 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Self-learning, report writing and independent learning</td><td>18 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>40 Hrs.</td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td>Provided by the speakers of the seminars/workshops</td></tr>
</table>

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	AP605
Subject Title	Practicum
Credit Value	2
Level	6
Pre-requisite / Co-requisite/ Exclusion	All PhD students, irrespective of funding source and mode of study, **must** complete two training credits before graduation.
Objectives	The main objectives of departmental training are to • gain experience throughout the engagement in teaching/professional service supporting activities for 6 hours/week in any 13-week semester (for 1 credit), and • provide more teaching experience and training opportunity in order to widen the students' exposure for the development of their academic career.
Intended Learning Outcomes	Upon completion of the training, students will be able to: a) carry out independent teaching and/or professional service duties. b) improve communication skill and excel in teaching capability.
Subject Synopsis/ Indicative Syllabus	To be defined by the student's HoD/DoS or his/her delegate.
Teaching/Learning Methodology	Students who are required to undertake teaching supporting activities in their training credits will be required to complete a training programme organized by the EDC as required by the Department/School. Students who are required to interact directly with students in English as a part of their duties in supporting teaching and learning must demonstrate their language competence to fulfill the intended duties to the satisfaction of the host department. All eligible students except those who are native English speakers will also be required to successfully complete a language training programme offered by the ELC before taking up any teaching supporting activities.

<table>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td></td><td></td><td></td><td></td></tr>
<tr><td>1. Submission of an assessment report</td><td>50</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>2. Student feedback questionnaires</td><td>50</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100</td><td colspan="6"></td></tr>
</table>

a) Teaching ability, b) language proficiency and communication skill. The overall assessment grade is of Pass or Fail.
</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Contact:</td><td></td></tr>
<tr><td>▪ Teaching/professional service supporting activities</td><td>156 Hrs</td></tr>
<tr><td>Total student study effort</td><td>156 Hrs</td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td>Provided by the HoD/DoS or his/her delegate.</td></tr>
</table>

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	AP616
Subject Title	Smart Materials and Structures
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	To introduce knowledge in material science including • the fundamentals of smart materials, devices and electronics, in particular those related to the development of smart structures and products; and • the skills, knowledge and motivation in the design, analysis and manufacturing of smart structures and products, to research students from different disciplines.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a) understand the physical principles underlying the behavior of smart materials; b) understand the engineering principles in smart sensor, actuator and transducer technologies; c) use principles of measurement, signal processing, drive and control techniques necessary to developing smart structures and products; and d) appreciate and suggest improvement on the design, analysis, manufacturing and application issues involved in integrating smart materials and devices with signal processing and control capabilities to engineering smart structures and products.
Subject Synopsis/ Indicative Syllabus	• Overview of Smart Materials, Structures and Products Technologies • Smart Materials (Physical Properties) • Smart Sensor, Actuator and Transducer Technologies • Measurement, Signal Processing, Drive and Control Techniques • Design, Analysis, Manufacturing and Applications of Engineering Smart Structures and Products
Teaching/Learning Methodology	In order to stimulate and motivate the students' interest in the study of material science and related topics, three experiments on piezoelectric, electrostrictive, magnetostrictive, magnetoelectric, magnetorheological fluid, electrorheological fluid, shape memory and fiber-optic sensor materials will be introduced in the studies. These proposed practical examples will demonstrate the importance of material science in our everyday life.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	
1. Examination	60	✓	✓	✓	✓		
2. Continuous assessment	40	✓	✓	✓	✓		
Total	100 %						

Students should have a) a basic understanding on the physical principles of smart materials, b) engineering principles of using smart materials in devices and applications, c) a basic understanding in measurement techniques and d) some knowledge to advance the engineering of smart structures and products – these are the intended learning outcomes.

Assignments will strengthen the students' basic knowledge and the analytical skill to solve the problems related to material science. Tests will review their understanding of the course and examination will accelerate their knowledge's understanding and improve their manipulation on problem solving skills. Hence, the proposed assessment methods are necessary to assess the intended learning outcomes (i.e., items a, b, c & d).

Student Study Effort Expected

Class contact:	
▪ Lectures	27 Hrs.
Other student study effort:	
▪ Self-study	81 Hrs.
▪ Laboratory	12 Hrs.
Total student study effort	120 Hrs.

Reading List and References

- M.V. Gandhi and B.S. Thompson, Smart Materials and Structures, Chapman & Hall, London; New York, 1992 (ISBN: 0412370107).
- B. Culshaw, Smart Structures and Materials, Artech House, Boston, 1996 (ISBN: 0890066817).
- A.V. Srinivasan, Smart Structures: Analysis and Design, Cambridge University Press, Cambridge; New York, 2001 (ISBN: 0521650267).
- A.J. Moulson and J.M. Herbert, Electroceramics: Materials, Properties, Applications, 2nd Edition, John Wiley & Sons, Chichester, West Sussex; New York, 2003 (ISBN:0471497479).
- G. Gautschi, Piezoelectric Sensorics: Force, Strain, Pressure, Acceleration and Acoustic Emission Sensors, Materials and Amplifiers, Springer, Berlin; New York, 2002 (ISBN:3540422595).
- K. Uchino, Piezoelectric Actuators and Ultrasonic Motors, Kluwer Academic Publishers, Boston, 1997 (ISBN: 0792398114).
- G. Engdahl, Handbook of Giant Magnetostrictive Materials, Academic Press, San Diego, Calif.; London, 2000 (ISBN: 012238640X).
- K. Otsuka and C.M. Wayman, Shape Memory Materials, Cambridge

	University Press, Cambridge; New York, 1998 (ISBN: 052144487X). • Eric Udd, Fiber Optic Sensors: An Introduction for Engineers and Scientists, John Wiley & Sons, New York, 1991 (ISBN: 0471830070). • André Preumont, Vibration Control of Active Structures: An Introduction, 2nd Edition, Kluwer Academic Publishers, Dordrecht; Boston, 2002 (ISBN: 1402004966). • Hojjat Adeli, Control, Optimization, and Smart Structures: High-Performance Bridges and Buildings of the Future, John Wiley, New York, 1999 (ISBN: 047135094X). • T.T. Soong, Passive Energy Dissipation Systems in Structural Engineering, Wiley, Chichester; New York, 1997 (ISBN: 0471968218). • Robert E. Newnham, Properties of Materials, Oxford University Press, 2005 (ISBN-10:019852076X).

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	AP617
Subject Title	Advanced Instrumentation for Materials Analysis
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	To introduce knowledge in advanced instrumentation for materials analysis to research students from different disciplines.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a) have an understanding on the principles and applications of a selected range of advanced instruments for materials analysis, b) understand the methodology of materials testing for quality assurance and failure analysis, and c) develop students' experimental skills through laboratory work experience.
Subject Synopsis/ Indicative Syllabus	• Overview of the principles and techniques in materials characterization and failure analysis; testing codes and standards. • Non-destructive testing methods: dye penetration, magnetic particles inspection, eddy currents, ultrasonics and radiography. • Mechanical and thermal techniques: dynamic mechanical analysis, thermomechanical analysis, and differential scanning calorimetry. • Microscopy: TEM, SEM, AFM, SAM and SLAM. • Other structural, chemical and surface analyses: XRD, FTIR, Raman spectroscopy, RHEED, RBS, EDX, LIMS and other novel techniques using plasma and post-ionization. • Hands-on experiments of using some of the available advanced instruments/facilities in our research centers.
Teaching/Learning Methodology	In order to stimulate and motivate the students' interest in the study of material science and related topics, hands-on experiments will be offered for students to gain experience on the characterization of the electrical and physical properties of some materials.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	
1. Examination	60	✓	✓	✓			
2. Continuous assessment	40	✓	✓	✓			
Total	100 %						

Students should have a) a basic understanding on the operation principles of some advanced instruments, b) gained knowledge in the quality assurance and failure analysis of materials, and c) developed experimental skills throughout the studies – these are the intended learning outcomes.

Assignments will strengthen the students' basic knowledge and the analytical skill to solve the problems related to different advanced measurement techniques for materials. Tests will review their understanding of the course and examination will accelerate their knowledge's understanding and improve their manipulation on problem solving. Hence, the proposed assessment methods are necessary to assess the intended learning outcomes (i.e., items a, b, & c).

Student Study Effort Expected

Class contact:	
▪ Lectures/Seminar	27 Hrs.
Other student study effort:	
▪ Self-study	81 Hrs.
▪ Laboratory	12 Hrs.
Total student study effort	120 Hrs.

Reading List and References

- Chuck Hellier,' Handbook of Nondestructive Evaluation', McGraw-Hill, 2001.
- Peter J. Shull (Ed.),' Nondestructive Evaluation', Marcel Dekker, 2002.
- Frank H. Chung and Deane K. Smith,' Industrial Applications of X-ray Diffraction', Marcel Dekker, 1999.
- Joseph I. Goldstein,' Scanning Electron Microscopy and X-Ray Microanalysis: A Text for Biologists, Materials Scientists, and Geologists', Second Edition, Kluwer Academic, Publishers, 1992.
- Charles E. Lyman, *etal*,' Scanning Electron Microscopy, X-Ray Microanalysis and Analytical Electron Microscopy: A Laboratory Workbook', Plenum Press, 1990.

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	AP618
Subject Title	Science and Technology of Micro- and Nano- systems
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	To introduce knowledge in the field of micro- and nano- technologies to research students from different disciplines.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a) obtain a concept on the scope and recent development of the science and technology of micro- and nano-systems; b) gain the physical knowledge underlying the operation principles and design of micro- and nano-systems; c) gain the technical knowledge required for computer-aided design, fabrication, analysis and characterization of nano-structured materials, micro- and nano-scale devices; d) learn some typical or potentially applicable micro- and nano-systems at the frontier of the development of the field; e) gain hands-on experience on characterization and fabrication of some micro- and nano-systems.
Subject Synopsis/ Indicative Syllabus	• Overview of the science and technology of micro- and nano-systems • Physics in micro- and nano-systems: mechanics for micro- and nano-systems, fluid dynamics for micro- and nano- systems, heat conduction in micro- and nano- systems and quantum phenomena in nano-systems. • Micro- and nano-fabrication principles and techniques: basic micro- and nano-fabrication techniques, MEMS fabrication techniques, packaging, measurement techniques and computer-aided design. • Applications and devices : design of microaccelerometers and pressure sensors, microfluidic systems, biochemistry and medical applications, MEMS for information technology and nanoelectronics etc.
Teaching/Learning Methodology	In order to stimulate and motivate the students' interest in the study of material science and related topics, four experiments will be offered for the students to gain experience on nanoindentation, atomic force microscopy, carbon nanotube fabrication and operation of some MEMS devices. These proposed practical examples will demonstrate the

<table>
<tr><td></td><td>importance of material science in our everyday life.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td></td></tr>
<tr><td>1. Examination</td><td>60</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>2. Continuous assessment</td><td>40</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>

Students should have a) a basic understanding on the development of the science and technology of micro- and nano- systems, b) gained knowledge in the operation principle and design of micro- and nano- systems, c) gained knowledge to use CAD to design and fabricate the nano-systems, d) learned problems related to the micro- and nano- technologies and e) obtained hands-on experience in micro- and nano- technologies – these are the intended learning outcomes.

Assignments will strengthen the students' basic knowledge and the analytical skill to solve the problems related to micro- and nano- technologies. Tests will review their understanding of the course and examination will accelerate their knowledge's understanding and improve their manipulation on problem solving skills. Hence, the proposed assessment methods are necessary to assess the intended learning outcomes (i.e., items a, b, c, d & e).</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Lectures/Seminar</td><td>27 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Self-study</td><td>81 Hrs.</td></tr>
<tr><td>▪ Laboratory</td><td>12 Hrs.</td></tr>
<tr><td>Total student study effort</td><td>120 Hrs.</td></tr>
</table>
</td></tr>
<tr><td>Reading List and References</td><td>

T.R. Hsu, MEMS & microsystems design and manufacture, Boston, McGraw Hill, 2002.
S.E. Lyshevski, Nano- and microelectromechanical systems, Boca Raton, CRC Press, 2001.
R. Waser (ed.), Nanoelectronics and information technology, Aachen, Wiley-VCH, 2003.
B. Bhushan, Springer handbook of nanotechnology, Berlin, Springer-Verlag, 2004.
J.A. Pelesko and D.H. Bernstein, Modeling MEMS and NEMS, Boca Raton, Chapman &Hall/CRC, 2003.
V.K. Varadan, Microstereolithography and other fabrication techniques for 3D MEMS, Chichester, Wiley, 2001.

</td></tr>
</table>

	• H. Fujita, Micromachines as tools for nanotechnology, Berlin, Springer, 2003. • W.A. Goddard, Handbook of nanoscience, engineering, and technology, Baca Raton, CRC Press, 2003. • W. Menz, Microsytem technology, Weinheim, Wiley-VCH, 2001. • G.M. Rebeiz, RF MEMS: theory, design, and technology, Hoboken, Wiley, 2003. • V.K. Varadan, RF MEMS and their applications, Chichester, John Wiley, 2003. • M.J. Madou, Fundamentals of microfabrication : the science of miniaturization, Boca Raton, CRC Press, 2002.

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	AP619
Subject Title	Microfabrication Laboratory
Credit Value	3
Level	6
Pre-requisite / Co-requisite/ Exclusion	Nil
Objectives	To make the students familiar with the microfabrication concepts, materials and methods that are typically used in a cleanroom.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a) understand the basic knowledge of a cleanroom, the working procedures, and the safety aspects; b) understand the principles behind the design and fabrication of semiconductor devices and the effect of processes on their performance; c) have a thorough understanding of the available fabrication technologies; and d) experimentally carry out a simple process recipe using the most common microfabrication techniques.
Subject Synopsis/ Indicative Syllabus	• Physical principles of IC fabrication processes; • Surface preparation; • Thermal processes; • Chemical and physical vapor depositions; • Resist coating and removal; • Mask fabrication and advanced lithography; • Etching techniques; • Process characterization;
Teaching/Learning Methodology	In order to stimulate and motivate the students' interest in the study of cleanroom microfabrication technologies, several cleanroom microfabrication experiments will be offered to the students for them to gain hands-on experience on the growth of SiO_2 thin film by thermal oxidation, CVD, PVD, lithography, patterning and etching. These proposed practical examples will demonstrate the importance of microfabrication in the forefront of modern microelectronics.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
1. Written test	50	✓	✓	✓	✓
2. Continuous assessment	50	✓	✓	✓	
Total	100 %				

Students should a) have gained the basic knowledge of a cleanroom, the working procedures, and the safety aspects; b) have gained knowledge in the principles behind the design and fabrication of semiconductor devices and the effect of processes on their performance; c) have a thorough understanding of the available fabrication technologies; and d) be able to experimentally carry out a simple process recipe using the most common microfabrication techniques.

The continuous assessment includes the laboratory assignments, reports and presentation. Assignments will strengthen the students' basic knowledge and the analytical skill to solve the problems related to cleanroom microfabrication technologies as well as the cleanroom experimental skills on microfabrication. Tests will review their understanding of the course and examination will accelerate their knowledge understanding and improve their problem solving skills. Hence, the proposed assessment methods are necessary to assess the intended learning outcomes (i.e., items a, b, c, & d).

Student Study Effort Expected

Class contact:	
▪ Lectures	18 Hrs.
▪ Laboratory	21 Hrs.
Other student study effort:	
▪ Self-study	81 Hrs.
Total student study effort	120 Hrs.

Reading List and References

- S. Franssila, Introduction to Microfabrication, John Wiley & Sons, 2010.
- J. D. Plummer, M. D. Deal, and P. B. Griffin, Silicon VLSI Technology, Prentice Hall, 2000.
- S.Wolf & R.N.Tauber, Silicon Processing for the VLSI Era, vol.1, 2nd edition, Lattice, 2000.
- M. Madou, Fundamentals of Microfabrication, CRC Press, 1997.

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	AP620
Subject Title	Atomistic View of Matter: Modeling & Simulation
Credit Value	3
Level	6
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This course will teach the physics that governs materials at the atomic scale and relate these processes to the macroscopic world.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a) design, perform and analyze computer experiments using electronic and atomistic simulation techniques appropriate for the problem at hand; b) extract materials properties from the simulations; c) recognize the approximations and estimate the level of accuracy to be expected from each modeling technique, and d) critically read the current scientific literature on computational modeling and simulation of materials.
Subject Synopsis/ Indicative Syllabus	**The quantum mechanics of bonding**: Atoms, molecules, molecular orbital theory, linear combination of atomic orbitals, variational principle **Electronic structure calculations**: Hartree, Hartree-Fock, post-Hartree-Fock, density functional theory and beyond, Koopmans theorem, modeling crystals **Molecular dynamics simulations**: Numerical integrators, neighbor list, spatial decomposition, interatomic potentials, parameterization, mean square displacement, auto-correlation, nudged elastic band **Classical and statistical mechanics**: thermodynamical ensembles, Boltzmann equation, equipartition energy, fluctuations, normal modes analysis, phonons, harmonic oscillator, specific heat, thermostats, barostats **Advanced techniques**: coarse grain simulations, atomistic electrochemistry, multi-scale modeling
Teaching/Learning Methodology	The course will make extensive use of cloud computing to enhance the learning using nanoHUB.org as well as its features for collaboration and publishing. Students will perform *ab initio* calculations using density functional theory and other advanced techniques as well as molecular dynamics simulations. **Lecture**: The concepts will be presented in class including some illustrative

examples and live simulations. Homework assignments will be provided periodically for the students to apply the concepts developed in class and to solve problems of current research.

Computer laboratory: During laboratory sessions, students will perform atomistic simulations individually or in groups to gain a deeper understanding of topics related to the lectures. These sessions aim at developing the students' intuition and critical thinking upon discussion and exchange of ideas in order to engage in the proposed activities.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
(1) Homework	20	✓	✓	✓	
(2) Computer laboratory	20	✓	✓	✓	✓
(2) Final project	60	✓	✓	✓	✓
Total	100 %				

Continuous assessment includes participation in the computer laboratory sessions and homework assignments in order to check students' progress throughout the semester. Homework assignments will be graded as either complete or incomplete; in order to receive a passing grade students should not have more than one incomplete homework assignment. Computer labs will be graded.

The final project consists of a take-home exam and will be assigned during the second half of the semester. Students will utilize the knowledge gained in the class to design and perform atomistic simulations in order to tackle a problem of current research.

Student Study Effort Expected

Class contact:	
• Lecture	27 Hrs.
Other student study effort:	
• Self-study	81 Hrs.
• Computer Laboratory	12 Hrs.
Total student study effort	120 Hrs.

Reading List and References

- *"Modern Quantum Chemistry"* - Attila Szabo & Neil S. Ostlund
- *"Electronic Structure and the Properties of Solids"* - Walter A. Harrison
- *"Computational Physics"* - J. M. Thijssen

	• "From Atoms to Materials: Predictive Theory and Simulations" - Alejandro Strachan (2014), https://nanohub.org/courses/FATM

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	AP621
Subject Title	Advanced Electron Microscopy: Theory and Practice
Credit Value	3
Level	6
Pre-requisite/ Co-requisite/ Exclusion	Nil.
Objectives	The aim of this subject is to introduce concepts of electron microscopy and develop the ability of students to use the electron microscopes for material characterizations.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: a) Understand the fundamental theory of electron optics b) Understand the working principles of transmission electron microscopy(TEM) and scanning electron microscopy(SEM) c) Identify the functions of analytical TEM d) Master the practical skills of TEM and SEM operations e) Select appropriate methods for particular purposes of real material characterizations
Subject Synopsis/ Indicative Syllabus	**Electron Optics:** Fresnel diffraction; Fraunhofer diffraction; Fourier transform; Phase Contrast; Resolution; Aberration; Kinematic diffraction; Dynamical diffraction; Electron wave in crystals **SEM:** Secondary electron; Contrast; Resolution; Backscattered electron; EBSD; LEEM **TEM:** TEM compositions; Diffraction; Imaging; Spectroscopy **Techniques for TEM and case study**: HRTEM; SAED; CBED; Diffraction contrast; STEM; Lorentz Microscopy; Holography; EDS; EELS; in situ TEMs
Teaching/Learning Methodology	**Lecture**: Basic theory and knowledge behind all experiments will be systematically introduced in lectures. Class work and assignments related to the content of lectures will be used to enhance students learning. **Laboratory session:** Experiments are essential for students to relate the concepts to practical applications and they are exposed to hand-on experience and proper use of equipment and also analytical skills on interpreting experimental results.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
		a	b	c	d	e	
1. Continuous assessment	60		√	√	√	√	
2. Examination	40	√	√	√	√	√	
Total	100 %						

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Assignments will strengthen the students' basic knowledge and the analytical skills to solve the problems related to this subject. Practical Tests is useful to assess students' experimental skills and knowledge learned from the lectures and lab works. Examination will review their understanding of the course assess their ability to solve problems. Hence, the proposed assessment methods are necessary to assess the intended learning outcomes.

Student Study Effort Expected

Class contact:	
▪ Lecture/Seminar	27 Hrs.
Other student study effort:	
▪ Laboratory	12 Hrs.
▪ Self-study	81 Hrs.
Total student study effort	120 Hrs.

Reading List and References

(1) D.B. Williams, C.B. Carter, Transmission Electron Microscopy, (Plenum Publishing Corporation, 1996).
(2) J.C.H. Spence, High-Resolution Electron Microscopy (Oxford, 2013)
(3) J. Cowley, Diffraction Physics (North Holland 1995)
(4) J. Goldstein, et al, Scanning Electron Microscopy and X-ray Microanalysis (Springer 2003)

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	AP622
Subject Title	Emerging Memory Technologies
Credit Value	3
Level	6
Pre-requisite/ ~~Co-requisite/ Exclusion~~	Undergraduate-level courses about electronic circuits, solid-state physics and semiconductor physics are required, e.g., AP20012, AP30011 and AP40006
Objectives	The objective of this subject is to introduce concepts of the memory sub-system from the device cell structures to the array and architecture design with emphasis on the industry trend and cutting-edge technologies. The concept of memory hierarchy is used as an outline through the whole course. The in-memory computing and in-sensor computing for artificial intelligence will be also covered.
Intended Learning Outcomes	Upon completion of the subject, students will be able to: (a) Understand the working principles of conventional charge-based memory technology (b) Understand the working principles of emerging non-charge-based memory technology (c) Understand the fundamentals of in-memory computing and in-sensor computing (d) Understand the working principles of cross-point memory array for artificial neural network (e) Experimentally carry out the micro-fabrication and characterization of emerging memory using the facilities inside cleanroom
Subject Synopsis/ Indicative Syllabus	**Charge-based memory technology:** Static Random Access Memory, Dynamic Random Access Memory, Flash Memory, etc **Non-charge-based memory technology:** Resistive switching memory, phase-change memory, magnetic memory, etc **In-memory computing and in-sensor computing:** the principles of multiplication and accumulation **Cross-point memory array for artificial neural network**
Teaching/Learning Methodology	**Lecture**: Basic theory and knowledge will be systematically introduced in lectures. Class work and assignments related to the content of lectures will be used to enhance students learning.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
(1) Continuous assessment	50	√	√	√	√	√
(2) Project	50	√	√	√	√	√
Total	100					

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Assignments will strengthen the students' basic knowledge and the analytical skills to solve the problems related to this subject. The course is a cutting edge technology-oriented course, thus the students are expected to actively read the related literature as part of the learning process. Hence, the proposed assessment methods are necessary to assess the intended learning outcomes.

Students should have gained the basic knowledge of a) charge-based memory technology and b) non-charge-based memory technology; c) have a thorough understanding of in-memory and in-sensor computing; and d) be able to understand the working principle of memory array for artificial neural network.

Student Study Effort Expected

Class contact:	
• Lecture/Seminar	21 h
Other student study effort:	
• Laboratory	18 h
• Self-study	81h
Total student study effort:	120 h

Reading List and References

1. Low Power and Reliable SRAM Memory Cell and Array Design, Authors: Koichiro Ishibashi, Kenichi Osada, Publisher: Springer, 2011.
2. DRAM Circuit Design: Fundamental and High-Speed Topics, 2nd edition, Authors: Brent Keeth, R. Jacob Baker, Brian Johnson, Feng Lin, Publisher: John Wiley & Sons, 2008
3. NAND FLASH Memory Technologies, Author: Seiichi Aritome, Publisher: Wiley-IEEE Press, 2016.
4. Resistive Random Access Memory (RRAM), Author: Shimeng Yu, Publisher: Morgan & Claypool, 2016.

The Hong Kong Polytechnic University

Attachment III

Subject Description Form

Subject Code	AP623
Subject Title	Optoelectronics: from Quantum Theory to Modern Technologies
Credit Value	3
Level	6
Pre-requisite/ Co-requisite/ Exclusion	NIL, but a general understanding of concepts in electromagnetism, quantum mechanics, optics, solid-state physics, and semiconductor physics is expected.
Objectives	This subject aims to introduce students to the basic quantum physics of the band theory and the interaction of photons with semiconductor materials. The course is also intended to present fundamental applications of optoelectronic devices to modern technologies such as solar cells, photodetectors, and light-emitting diodes.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: (a) Understand the band theory of solids and the quantum theory of the fundamental electrical/optical properties of semiconductors. (b) Explain the working principles of modern optoelectronic technologies (c) Understand the high-density integration and industry-scale manufacture of optoelectronic devices (d) Experimentally carry out the micro-fabrication and characterization of solar cells
Subject Synopsis/ Indicative Syllabus *(Note 2)*	Fundamental quantum theory of semiconductors and optoelectronic processes. Photon-to-electron conversion devices such as photodetectors, solar cells, fundamental device limits, and large-scale integration. Basic optical properties such as light absorption, spontaneous and stimulated emission of photons in semiconductors, non-radiative transitions, and gain. Light-emitting diodes, solid-state lighting, semiconductor lasers, quantum wells, and quantum dot lasers.
Teaching/Learning Methodology *(Note 3)*	The methodology includes classroom teaching, assignments, presentations, and laboratory experiments. Basic theory and knowledge as well as reviews of the latest research progress will be systematically introduced in lectures. Classwork and assignments related to the content of lectures will be used to enhance students learning.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)			
		a	b	c	d
1. Continuous Assessment	40	✓	✓	✓	✓
2. Project	60	✓	✓	✓	✓
Total	100 %				

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

The continuous assessment includes assignments and laboratory reports. Assignments will strengthen students' basic knowledge and analytical skill to solve problems related to concepts and applications of modern optoelectronic technologies. Laboratory report consolidate students' experimental skills and knowledge learnt from lab work.

The final project will be assigned during the second half of the semester. Students will utilize the knowledge gained in classroom and acquired through literature reading to explain a problem at the forefront of optoelectronic research. Student performance will be assessed through a written report and final presentation.

Hence, the proposed assessment methods are necessary to assess the intended learning outcomes (i.e., items a, b, c, & d).

Student Study Effort Expected		
	Class contact:	
	▪ Lecture/Seminar	21 Hrs.
	Other student study effort:	
	▪ Laboratory	18 Hrs.
	▪ Self-study	81 Hrs.
	Total student study effort	120 Hrs.

Reading List and References

1. Optoelectronics Photonics: Principles Practices, 2nd Edition; Author: Safa O. Kasap, Publisher: Pearson Education; (2012)

2. The Physics of Solar Cells (Properties of Semiconductor Materials) 1st Edition; Author: Jenny A Nelson, Publisher: Imperial College Press; (2003)

3. Electronic and Optical Properties of Semiconductor Structures; 1st edition; Author: Jasprit Singh; Cambridge University Press; (2007)

4. Optoelectronics; Author: M. H. Shahine (Ed.), Publisher: IntechOpen; (2021).

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

<table>
<tr><td>Subject Code</td><td>AP6912</td></tr>
<tr><td>Subject Title</td><td>Guided Study in Polymer Electronics</td></tr>
<tr><td>Credit Value</td><td>3</td></tr>
<tr><td>Level</td><td>6</td></tr>
<tr><td>Pre-requisite / Co-requisite/ Exclusion</td><td>None</td></tr>
<tr><td>Objectives</td><td>• To broaden student’s research knowledge related to polymer electronics through literature searching in various fields
• To enhance student’s writing skill through their own research work or topics of their interest.</td></tr>
<tr><td>Intended Learning Outcomes</td><td>Upon completion of the subject, students will be able to:
a) acquire knowledge and awareness of the latest advances in research development of polymer electronics from literature searching in their respective fields; and
b) improve skills in writing collective materials on current topics of interests.</td></tr>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>• Students must submit the completed guided study report to supervisor with adequate literature references.
• Students should consult supervisor regularly about the progress of the literature reviewing progress.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>The students required to meet their supervisor(s) regularly, submit report with full list of related references.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td></td></tr>
<tr><td>1. Literature report & Oral Presentation</td><td>100%</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>
Explanation of the appropriateness of the assessment method in assessing the intended learning outcome:
1. Supervisor(s) will go through the literature report and check the references and give a final grade to the report.
2. The oral presentation will be assessed by the subject supervisor and another staff member who is knowledgeable about the topic.
</td></tr>
</table>

Student Study Effort Expected	Class contact:	
	▪ Lectures/Seminar	27 Hrs.
	Other student study effort:	
	▪ Literature search	51 Hrs.
	▪ Writing report & Oral Presentation	42 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	To be suggested by the corresponding supervisor(s).	

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

<table>
<tr><td>Subject Code</td><td>AP6913</td></tr>
<tr><td>Subject Title</td><td>Guided Study in Optical Properties of Luminescent Materials</td></tr>
<tr><td>Credit Value</td><td>3</td></tr>
<tr><td>Level</td><td>6</td></tr>
<tr><td>Pre-requisite / Co-requisite/ Exclusion</td><td>None</td></tr>
<tr><td>Objectives</td><td>• To broaden student’s research knowledge related to luminescent materials through literature searching in various fields
• To enhance student’s writing skill through their own research work or topics of their interest.</td></tr>
<tr><td>Intended Learning Outcomes</td><td>Upon completion of the subject, students will be able to:
a) acquire knowledge and awareness of the latest advances in research development of luminescent materials from literature searching in their respective fields; and
b) improve skills in writing collective materials on current topics of interests.</td></tr>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>• Students must submit the completed guided study report to supervisor with adequate literature references.
• Students should consult supervisor regularly about the progress of the literature reviewing progress.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>The students required to meet their supervisor(s) regularly, submit report with full list of related references.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
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<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td></td></tr>
<tr><td>1. Literature report & Oral Presentation</td><td>100%</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>
Explanation of the appropriateness of the assessment method in assessing the intended learning outcome:
1. Supervisor(s) will go through the literature report and check the references and give a final grade to the report.
2. The oral presentation will be assessed by the subject supervisor and another staff member who is knowledgeable about the topic.
</td></tr>
</table>

Student Study Effort Expected	Class contact:	
	▪ Lectures/Seminar	27 Hrs.
	Other student study effort:	
	▪ Literature search	51 Hrs.
	▪ Writing report & Oral presentation	42 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	To be suggested by the corresponding supervisor(s).	

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

<table>
<tr><td>Subject Code</td><td>AP6914</td></tr>
<tr><td>Subject Title</td><td>Guided Study in Ferroelectric Materials</td></tr>
<tr><td>Credit Value</td><td>3</td></tr>
<tr><td>Level</td><td>6</td></tr>
<tr><td>Pre-requisite / Co-requisite/ Exclusion</td><td>None</td></tr>
<tr><td>Objectives</td><td>• To broaden student’s research knowledge related to ferroelectric materials through literature searching in various fields
• To enhance student’s writing skill through their own research work or topics of their interest.</td></tr>
<tr><td>Intended Learning Outcomes</td><td>Upon completion of the subject, students will be able to:
a) acquire knowledge and awareness of the latest advances in research development of ferroelectric materials from literature searching in their respective fields; and
b) improve skills in writing collective materials on current topics of interests.</td></tr>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>• Students must submit the completed guided study report to supervisor with adequate literature references.
• Students should consult supervisor regularly about the progress of the literature reviewing progress.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>The students required to meet their supervisor(s) regularly, submit report with full list of related references.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
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<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td></td></tr>
<tr><td>1. Literature report & Oral Presentation</td><td>100%</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>
Explanation of the appropriateness of the assessment method in assessing the intended learning outcome:
1. Supervisor(s) will go through the literature report and check the references and give a final grade to the report.
2. The oral presentation will be assessed by the subject supervisor and another staff member who is knowledgeable about the topic.
</td></tr>
</table>

Student Study Effort Expected	Class contact:	
	▪ Lectures/Seminar	27 Hrs.
	Other student study effort:	
	▪ Literature search	51 Hrs.
	▪ Writing report & Oral Presentation	42 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	To be suggested by the corresponding supervisor(s).	

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

<table>
<tr><td>Subject Code</td><td>AP6915</td></tr>
<tr><td>Subject Title</td><td>Guided Study on Research Topics in Applied Physics</td></tr>
<tr><td>Credit Value</td><td>3</td></tr>
<tr><td>Level</td><td>6</td></tr>
<tr><td>Pre-requisite / Co-requisite/ Exclusion</td><td>None</td></tr>
<tr><td>Objectives</td><td>• To broaden student’s research knowledge related to applied physics through literature searching in various fields
• To enhance student’s writing skill through their own research work or topics of their interest.</td></tr>
<tr><td>Intended Learning Outcomes</td><td>Upon completion of the subject, students will be able to:
a) acquire knowledge and awareness of the latest advances in research development in applied physics from literature searching in their respective fields; and
b) improve skills in writing collective materials on current topics of interests.</td></tr>
<tr><td>Subject Synopsis/ Indicative Syllabus</td><td>• Students must submit the completed guided study report to supervisor with adequate literature references.
• Students should consult supervisor regularly about the progress of the literature reviewing progress.</td></tr>
<tr><td>Teaching/Learning Methodology</td><td>The students required to meet their supervisor(s) regularly, submit report with full list of related references.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td></td></tr>
<tr><td>1. Literature report & Oral Presentation</td><td>100%</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>
Explanation of the appropriateness of the assessment method in assessing the intended learning outcome:
1. Supervisor(s) will go through the literature report and check the references and give a final grade to the report.
2. The oral presentation will be assessed by the subject supervisor and another staff member who is knowledgeable about the topic.
</td></tr>
</table>

Student Study Effort Expected	Class contact:	
	▪ Lectures/Seminar	27 Hrs.
	Other student study effort:	
	▪ Literature search	51 Hrs.
	▪ Writing report & Oral presentation	42 Hrs.
	Total student study effort	120 Hrs.
Reading List and References	To be suggested by the corresponding supervisor(s).	

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC6011
Subject Title	Presentation Skills for Research Students
Credit Value	2
Level	6
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	This subject is designed to improve research students' academic speaking proficiency, enhance their awareness of academic conventions during an academic discussion/presentation, and develop their skills in using clear, appropriate, persuasive and analytical language for their delivery of effective academic presentations.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. organise academic presentations logically by following academic conventions b. present research contribution by critically analysing previous research; c. use clear, appropriate, persuasive and analytic language for presentations at seminars, conferences and viva: and d. defend research logically, critically, and persuasively.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	1. Critical analysis of prior research Understanding academic presentation process and the structure; identifying language features appropriate for academic speaking settings. 2. Awareness of academic conventions Developing awareness of citation practices, and language use adopted in the related disciplines. 3. Inter and intra section connections Using effective signpost language to organize and connect different parts of an academic presentation. 4. Clear, appropriate, persuasive, and analytical language use Summarising, evaluating, and citing sources; describing and discussing research data; objectively evaluating research contribution.

<table>
<tr><td>Teaching/Learning Methodology
(Note 3)</td><td>The study method is primarily seminar-based. Following a blended delivery approach, activities include teacher input, class discussion both formally and informally, and presentations both individually and in groups. Elements of the flipped classroom are integrated in the subject delivering. Peer feedback, self-reflection and critique of student presentations are also an important part of the instructional scaffolding.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes
(Note 4)</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td></td><td></td></tr>
<tr><td>Presenting an effective introduction and literature review - video submission</td><td>40%</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td><td></td></tr>
<tr><td>Delivering an effective research presentation – in-class individual presentation</td><td>60%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>Total</td><td>100%</td><td colspan="6"></td></tr>
</table>

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Presenting an effective Introduction and Literature review of a study is most challenging for research students. To help them develop related skills, the subject requires that students present the Introduction and Literature review sections only in Assessment 1. This presentation will be submitted as a short video and thus allows students multiple attempts during the delivery process. After teacher feedback, peer feedback and self-reflection on the performance of Assessment 1, students are better prepared for a full presentation of a research paper required for Assessment 2.</td></tr>
<tr><td>Student Study Effort Expected</td><td>
<table>
<tr><td>Class contact:</td><td></td></tr>
<tr><td>▪ Seminars</td><td>20 Hrs.</td></tr>
<tr><td>▪ Assessment</td><td>6 Hrs.</td></tr>
<tr><td>Other student study effort:</td><td></td></tr>
<tr><td>▪ Self-study/preparation for assessments</td><td>52 Hrs.</td></tr>
<tr><td>▪ Total student study effort</td><td>78 Hrs.</td></tr>
<tr><td></td><td></td></tr>
</table>
</td></tr>
</table>

Reading List and References	Course material Learning materials tailor-made for research students by the English Language Centre. Online Videos: BBC Learning English. (2017). *Tim's pronunciation workshop.* Retrieved from http://www.bbc.co.uk/learningenglish/english/features/pronunciation Practical Psychology (2017, Jan 16). *How to give a great presentation: 7 presentation skills and tips to leave an impression* [Video file]. Retrieved from https://www.youtube.com/watch?v=MnIPpUiTcRc University of Melbourne (2015, Mar 11). *Academic skills: Presenting effectively Part 1 – 5 things you should know about presenting and organizing your talk* [Video file]**.** Retrieved from https://www.youtube.com/watch?v=qFLL-XB56UU University of Melbourne (2015, Mar 11). *Academic skills: Presenting effectively Part 2 – Engaging the audience* [Video file]**.** Retrieved from https://www.youtube.com/watch?v=lo9xOV6WUqM University of Melbourne (2015, Mar 11). *Academic skills: Presenting effectively Part 3 – Effective visuals and PowerPoint slides* [Video file]**.** Retrieved from https://www.youtube.com/watch?v=O-D9fZN01yk **Selected Websites** Dryden, A. (2013, April 20). *What you need to know about speaking at conferences*. Retrieved from https://www.ashedryden.com/blog/what-you-need-to-know-about-speaking-at-conferences Hayward, A. (2017). *9 Tips for presenting at an academic conference*. Retrieved from https://www.editage.com/insights/9-tips-for-presenting-at-an-academic-conference Johnson, C. D. (2007). *Rules for a better PhD dissertation and oral defense*. Retrieved from http://cns-alumni.bu.edu/~djohnson/dissertation_rules.html Lakdawalla, E. (2018). *Speak your science: How to give a better conference talk.* Retrieved from http://www.planetary.org/blogs/emily-lakdawalla/2018/0206-speak-your-science.html

Note 1: Intended Learning Outcomes
Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus
The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology
This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ELC6012
Subject Title	Thesis Writing for Research Students
Credit Value	3
Level	6
Pre-requisite/ Co-requisite/ Exclusion	ELC6011
Objectives	This subject aims to improve research students' academic writing proficiency, enhance their understanding of the academic audience, develop their awareness of academic conventions, and develop their skills in using clear, appropriate, persuasive, and analytical language in thesis writing.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to present their research effectively in a thesis through: a. presenting the study clearly, appropriately and concisely in the Abstract; b. providing the Introduction analytically; c. reviewing the literature critically; d. analysing the appropriateness of the methodology used in the study; e. reporting and discussing the findings of the study; and f. discussing the significance of the study in the Conclusion. To achieve the above outcomes, students are expected to use language, text structures, and cohesive devices appropriate to the academic audience, select and present information analytically, concisely and appropriately, examine and cite sources critically, and analyse the impact and significance of the research persuasively.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	1. Critical analysis of prior research Understanding research thesis writing process and the structure of a thesis; identifying language features of thesis writing. 2. Awareness of academic conventions Developing awareness of citation practices, referencing format and language use adopted in the related disciplines. 3. Inter and intra paragraphing connections Using effective cohesive devices to plan, organize and connect different parts of a research thesis.

<table>
<tr><td></td><td>4. Clear, appropriate, persuasive and analytical language use

Summarising, evaluating and citing sources; describing and discussing research data; objectively evaluating research contribution; writing, revising, and proofreading written texts.</td></tr>
<tr><td>Teaching/Learning Methodology
(Note 3)</td><td>The study method is primarily seminar-based. Activities include teacher input as well as individual and group work involving writing practice, evaluation of texts, mini-presentations and discussions. Practical work will involve analysing texts such as journal articles and research theses that are relevant to students' research areas. Students will be provided with opportunities to apply the language skills acquired to the preparation of their own thesis. Students will be referred to information on the Internet and the ELC's Centre for Independent Language Learning.

Learning materials developed by the English Language Centre are used throughout this course. Additional reference materials will be recommended as required.</td></tr>
<tr><td>Assessment Methods in Alignment with Intended Learning Outcomes
(Note 4)</td><td>
<table>
<tr><td rowspan="2">Specific assessment methods/tasks</td><td rowspan="2">% weighting</td><td colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</td></tr>
<tr><td>a</td><td>b</td><td>c</td><td>d</td><td>e</td><td>f</td></tr>
<tr><td>1. Writing an introduction for a research study (draft)</td><td>20%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>2. Writing an introduction for a research study (final)</td><td>30%</td><td></td><td>✓</td><td>✓</td><td>✓</td><td></td><td></td></tr>
<tr><td>3. Developing an e-Portfolio for thesis writing</td><td>50%</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr>
<tr><td>Total</td><td>100 %</td><td colspan="6"></td></tr>
</table>

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

Assessments 1 and 2 assess students' abilities to write an effective introduction for their own research study. The assessments require that students introduce the background, rationale and objectives of their research, review the literature and establish the niche in their research area, and describe the methods used in their study to occupy the niche (ref. LOs (b), (c) and (d)).

Assessment 3 requires that students collect learning materials that are conducive to their writing-up of a research thesis, and provide annotated thesis excerpts to illustrate their understanding of the structure and language use specific to each thesis chapter (ref. LOs (a) to (f)).</td></tr>
</table>

	In addition to the three assessments, students are required to complete further language training through out-of-class collocation practice, short in-class writing tasks and language practices in the course handouts.	
Student Study Effort Expected	Class contact:	
	▪ Seminars	39 Hrs.
	Other student study effort:	
	▪ Self-study and preparation for assessments	78 Hrs.
	Total student study effort	117 Hrs.
Reading List and References	Course material Learning materials developed by the English Language Centre Recommended references Cooley, L., & Lewkowicz, J. (2003). ***Dissertation writing in practice: Turning ideas into text.*** Hong Kong: Hong Kong University Press. Cooksey, R. W., & McDonald, G. (2019). *Surviving and thriving in postgraduate research* (Second edition). Singapore: Springer Singapore. Feak, C. B., & Swales, J. M. (2009). *Telling a research story: Writing a literature review*. University of Michigan Press. Felix, M. S., & Smith, I. (2019). *A practical guide to dissertation and thesis writing*. UK: Cambridge Scholars Publishing. Kornuta, H. M., & Germaine, R. W. (2019). *A concise guide to writing a thesis or dissertation: Educational research and beyond (Second edition)*. Abingdon, Oxon: Routledge. Oliver, P. (2013). *Writing your thesis (Third Edition)*. London: Sage. Paltridge, B., & Starfield, S. (2020). *Thesis and dissertation writing in a second language : a handbook for students and their supervisors (Second edition)*. Abingdon, Oxon: Routledge. Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills (Second Edition).* Ann Arbor, MI: University of Michigan Press.	

Note 1: Intended Learning Outcomes
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Note 2: Subject Synopsis/Indicative Syllabus
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Note 3: Teaching/Learning Methodology

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Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.

Attachment III

The Hong Kong Polytechnic University

Subject Description Form

Subject Code	ENGL6016
Subject Title	Advanced Academic English for Research Students: Publishing and Presenting
Credit Value	3
Level	6
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	The objective of the subject is to enable research postgraduate students to publish successfully in international journals and deliver effective conference presentations. This is achieved by equipping students with the essential English language skills and linguistic knowledge to effectively communicate the background, rationale, findings, and significance of their research. Students will be guided systematically to (1) improve their academic English; (2) acquire and apply knowledge of the generic and linguistic features of conference presentations and research articles; and (3) increase the persuasiveness of their spoken and written discourse. The primary focus will be on writing research articles.
Intended Learning Outcomes *(Note 1)*	Upon completion of the subject, students will be able to: a. Be familiar with the differences between spoken and written academic English; b. Analyze and apply generic structures and linguistic features in research writing; c. Write research articles in clear, accurate and appropriate English; d. Prepare articles for publication in light of comments from editors and reviewers; e. Structure and deliver clear and persuasive presentations in English.
Subject Synopsis/ Indicative Syllabus *(Note 2)*	Part 1 – Publishing in international journals: (2/3) ▪ Interacting with readers; ▪ Writing effective introductions and literature reviews; ▪ Describing research methods; ▪ Discussing the implications and significance of the findings; ▪ Drawing conclusions; ▪ Writing abstracts; and ▪ Addressing editors' and reviewers' comments. Part 2 – Delivering an effective conference presentation: (1/3) ▪ Structuring and delivering conference presentations in clear and appropriate academic English; ▪ Interacting with an audience and responding to questions.

Teaching/Learning Methodology

(Note 3)

A learner-centered and highly interactive mode of teaching will be adopted. Students will engage in activities where they can share their experience and concerns, put forth their own thinking and comment on each other's research ideas, and critique each other's academic writings. Students will be encouraged and guided to discover for themselves the various linguistic and generic features of successful presentations and academic writing through intellectually challenging tasks.

Assessment Methods in Alignment with Intended Learning Outcomes

(Note 4)

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
		a	b	c	d	e
1. Individual presentation	30%	✓	✓	✓		
2. Term paper	50%			✓	✓	✓
3. Class participation	20%	✓	✓	✓	✓	✓
Total	100 %					

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

<u>Individual presentation</u>

Students will prepare a 15-minute conference presentation in which they demonstrate their ability to use appropriate academic English and engage effectively with the audience.

<u>Term paper</u>

This assignment requires students to critique a research article to demonstrate their knowledge of the generic and linguistic features of research articles. Their ability to present ideas and arguments coherently and persuasively using appropriate academic English will also be assessed. The term paper could be in the form of a research article from the student's field.

<u>Class participation</u>

Students' active participation and engagement with the learning activities will be part of the assessment of the subject.

Student Study Effort Expected	Class contact:	
	▪ Interactive lectures	39 Hrs.
	▪	Hrs.
	Other student study effort:	
	▪ Reading	42 Hrs.
	▪ Preparation for assignments	30 Hrs.
	Total student study effort	111 Hrs.
Reading List and References	Hyland, K. (2006). English for Academic Purposes: An Advanced Resource Book. Oxon; New York: Routledge. Jalongo, M., and Machado, C. (2016). Making effective presentations at professional conferences: a guide for teachers, graduate students and professors. Cham: Springer. Kline, J. A. (2004). Speaking Effectively: Achieving Excellence in Presentations, Upper Saddle River, N.J.: Pearson/Prentice Hall. Reinhart, S. M. (2002). Giving Academic Presentations, Ann Arbor, Michigan: University of Michigan Press. Strunk, W. & White, E.B. (2000) The Elements of Style, New York: Pearson. Swales, J. & Christine, F. (2012). Academic writing for graduate students: Essentials tasks and skill (3rd ed.) Ann Arbor: University of Michigan. Wallace, M. & Wray, A. (2011). Critical Reading and Writing for Postgraduates. London; California; New Delhi; Singapore: SAGE.	

Note 1: Intended Learning Outcomes
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Note 4: Assessment Method
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