

# Subject Descriptions and Syllabi

## Subject Description Form

<b>Subject Code</b>	APSS6001
<b>Subject Title</b>	Graduate Seminar
<b>Credit Value</b>	3
<b>Level</b>	6
<b>Pre-requisite / Co-requisite/ Exclusion</b>	Nil
<b>Objectives</b>	<p>The objectives of this subject are to engage higher research degree students to</p> <ol style="list-style-type: none"> <li>a) explore, investigate, generate and exchange new perspectives across a number of disciplines for formulating their research methodology and design specifically for preparing their fieldwork, data analysis and interpretation;</li> <li>b) expose them to developing skills normally expected from an academic / researcher in tertiary education and research institutions.</li> </ol>
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> <li>a. Identify the forms and trends of both traditional and recently innovated methods in conducting social research across a number of disciplines;</li> <li>b. Think creatively and use them to conceptualize and formulate new research design and methodology in social investigations;</li> <li>c. Integrate their methodological design with their theoretical framework in preparing a research proposal;</li> <li>d. Familiar with the essential skills for becoming an academic/researcher in tertiary educational or research institutions.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. Research Methods and Theories: Instruments, Traditions and Genres (Mixed Methods)</li> <li>3. Preparation for Becoming a University Academic: Expectations, Pathways and Reality</li> <li>4. Crafting Proposal and Grant Writing</li> <li>5. Doing Peer Review</li> <li>6. Publishing Journal Articles</li> <li>7. Academic and Professional Networking and Job Searching</li> <li>8. Balancing Teaching and Research (and Work-Life Balance)</li> <li>9. Communicating Research Proposals, Plans and Findings</li> <li>10. Consolidated Inspirations</li> </ol>
<b>Teaching/Learning Methodology</b>	<p>The subject will be delivered as seminars where short lectures on selected topics are first provided as a basis for follow-up interactive discussions among students, lecturers and supervisors. Students are expected to submit a research proposal to demonstrate their preparedness for conducting their own research.</p>

<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				
			a	b	c	d	
	1.Attendance and Participation	20%	✓	✓	✓	✓	
	2. Presentation of Proposal	30%	✓	✓	✓	✓	
	3.Final Written Proposal	50%		✓	✓	✓	
Total	100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>It is essential for students enrolled in the subject to attend and be fully engaged in debates and deliberations each week of the class, which is a combination of interactive lectures and dialogues.</p> <p>Presentation of proposal by students will enable them to demonstrate not only their knowledge, but also their critical ability and innovative thinking as well as their capacity for communicating coherently and logically their research ideas.</p> <p>Their written proposals will illustrate the students' competence in written communication as well as their potential in becoming a capable, knowledgeable and proficient researcher.</p>							
<b>Student Study Effort Required</b>	Class contact:						
	▪ Lecture		13 Hrs.				
	▪ Seminar		26 Hrs.				
	Other student study effort:						
	▪ Self-directed studies		42 Hrs.				
	▪ Preparation of presentation		14 Hrs.				
	▪ Preparation of research proposal		28 Hrs.				
	Total student study effort		123 Hrs.				
<b>Medium of Instruction</b>	English						
<b>Medium of Assessment</b>	English						
<b>Reading List and References</b>	<p><b>Essential</b></p> <p>Denscombe, M. (2010). <i>Ground rules for social research. Guidelines for good practice. 2<sup>nd</sup> Edition.</i> Berkshire, UK: McGraw-Hill Open University Press.</p> <p>Heyvaert, M., Hannes, K. Maes, B. and Onghena, P. (2013). Critical appraisal of mixed methods studies. <i>Journal of Mixed Methods Research</i>, 7(4) 302–327.</p> <p>Neuman, W.L. (2011). <i>Social research methods: Qualitative and quantitative approaches.</i> (7<sup>th</sup> Ed.). <b>Boston : Pearson/Allyn &amp; Bacon</b></p> <p>Williams, M. and Vogt, W.P. (Eds.) (2011). <i>The SAGE handbook of innovation in social research methods.</i> London: Sage Publications.</p> <p><b>Supplementary</b></p> <p>Daniel, B.K. (Ed.) (2011). <i>Handbook of research on methods and techniques for studying virtual communities: Paradigms and phenomena.</i> Hershey, PA: Information Science</p>						

Reference.

- Das, M., Ester, P., and Kaczmirek, L. (Eds.) (2011). *Social and behavioral research and the internet: Advances in applied methods and research strategies*. New York: Routledge.
- de Smith, M., Goodchild, M.F., & Longley, P.A. (2008). *Geospatial analysis: A comprehensive guide to principles, techniques, and software tools*. (2<sup>nd</sup> Ed.). Leicester: Matador Press.
- Denscombe, M. (2010). *The good research guide for small-scale social research projects*. 4<sup>th</sup> Edition. McGraw-Hill/Open University Press. Online Access.
- Fetterman, D.M. (2010) *Ethnography: Step-by-step*. (3<sup>rd</sup> Ed.) Los Angeles: Sage Publications.
- Gosling, S.D., and Johnson, J.A. (Eds.) (2010) *Advanced methods for conducting online behavioral research*. Washington, DC: American Psychological Association.
- Hamilton, P. (Ed.) (2006). *Visual research methods*. London: Sage Publications.
- Spencer, S. (2011). *Visual research methods in the social sciences [electronic resource]: awakening visions*. London; New York: Routledge.
- Teddlie, C., and Tashakkori, A. (2009). *Foundations of mixed methods research: integrating quantitative and qualitative approaches in the social and behavioral sciences*. Los Angeles: Sage publications.

**Training in Academic Crafts**

- Boellstorff, T. (2008). How to get an article accepted at American Anthropologist. *American Anthropologist*, 110(3): 281–283.
- Boellstorff, T. (2010). How to get an article accepted at American Anthropologist (Part II). *American Anthropologist*, 112(3): 353–356.
- Boellstorff, T. (2011). Submission and acceptance: Where, why, and how to publish your article. *American Anthropologist*, 113(3): 383–388.
- Brady, H. (2010). *Rethinking social inquiry: diverse tools, shared standards*. 2<sup>nd</sup> Edition. Rowman & Littlefield Publishers.
- Browning, B. (2008). *Grant Writing for dummies*. 3<sup>rd</sup> Edition. Hoboken, NJ: Wiley.
- Coley, S.M. (2014). *Proposal writing: Effective grantsmanship*. 4<sup>th</sup> Edition. London: Sage Publications.
- Lyons, P. (2010). *The dissertation: From beginning to end*. Oxford: Oxford University Press.
- Murray, R. (2011). *How to write a thesis*. 3<sup>rd</sup> Edition. Berkshire, UK: Open University Press.
- Payne, M.A. (2010). *Grant writing deMYMISTified*. New York: McGraw-Hill.
- Thyer, B. (2008). *Preparing research articles*. Oxford: Oxford University Press. Online Access.