

**offered by School of Energy and Environment
with effect from Semester B 2016/17**

Part I Course Overview

Course Title: Special Topics in Energy and Environment

Course Code: SEE8300

Course Duration: One semester (Sem A, Sem B or Summer Semester)

Credit Units: 3

Level: R8

Arts and Humanities

Proposed Area:
(for GE courses only)

Study of Societies, Social and Business Organisations

Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course provides training for environmental and energy doctoral students and presents them with an opportunity to study in-depth a topic parallel to their thesis, but must be new and not simply repeating the subject of the PhD. For example a student may choose to learn a programming language, study a particular statistical methodology, learn about the principles of instrumentation, discover underlying chemical, biological, physical principles of relevance to their work or read literature in a field parallel, a broader all-encompassing part of the entire discipline or a field adjunct to the thesis topic, perhaps exploring social or cultural contexts of their work. This is not an exclusive list, but any doubts should be resolved with the course convenor prior to commencement. The short proposal for work in the area of study must submit the course convenor who will expect the student to defend the proposal in a 10-15 minute meeting. The reading and study plan needs to be approved by the examining panel at the start of the course. The examining panel will consist of the supervisor and another academic, probably drawn from the School, but could be from any HK university. Delays in starting or gathering the examination panel may mean the occasional “incomplete” may need to be declared.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	To acquire the ability to plan a reading course in the selected topic, up to an expert level of knowledge, through self study, reflective practice and guidance by the examining panel.	25	✓		
2.	To demonstrate an ability to understand the latest innovations and ideas at the cutting edge of knowledge, through literature studies, simulation, desk calculations, computer programs etc as appropriate.	35		✓	
3.	To be able to report and explain the selected area of knowledge, through written and oral means to the examining panel.	40		✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
	Writing/defending a brief proposal	✓						
	Planning reading	✓						
	Critical reading of the literature	✓	✓					
	Report writing and reflection		✓	✓				
	Defending the study outcomes		✓	✓				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3				
Continuous Assessment: <u>100%</u>							
Report	✓	✓	✓			40%	
Presentation	✓	✓	✓			20%	
Oral examination	✓	✓	✓			40%	
Examination: <u>0%</u> (duration: 0 hour, if applicable)							
* The weightings should add up to 100%.						100%	

Self-taught guided by a panel of two that includes supervisor. Students undertaking PhD study, but not in final year.

To pass a course, a student must do ALL of the following:

- 1) obtain at least 30% of the total marks allocated towards coursework (combination of assignments, pop quizzes, term paper, lab reports and/ or quiz, if applicable);
- 2) obtain at least 30% of the total marks allocated towards final examination (if applicable); and
- 3) meet the criteria listed in the section on Grading of Student Achievement.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Report	Follows Barrett's Taxonomy	Synthetic and inferential, but additionally shows an ability to evaluate and appreciate the subject in broad and novel contexts.	Synthesises the material in a way that shows inferential comprehension	Reorganises the material	Simply presents the material	Fails to reveal any comprehension of the subject.
2. Presentation	Following Tracey Cosgove's materials	Highly relevant and complete, with considerable and novel insight in the analysis and use of evidence. Well organised structure, with excellent slides An accurate word usage, pronunciation and intonation, without mannerisms that inhibit perfect communication.	Achieves satisfying level of relevance and completeness, with thoughtful analysis and use of evidence in a well organised structure. Accurate with good word usage and balanced pronunciation and intonation that makes for effective communication.	Achieves a reasonable level of relevance and completeness. Some analysis and evidence presented in a reasonably well organised structure.	Not an especially relevant presentation with little real enthusiasm or understanding and not well structured.	Misguided, lacking in serious content and poorly organised, such that it makes no real attempt at communication
3. Oral examination		Professional responses in a viva that is led more by the student than the examiners, which brings a new understanding to the examiners.	Thoughtful and thorough responses that make convincing arguments	Reasonable responses that gives satisfactory support to argument, but not always ones that are convincing.	Struggles to answer all the questions and the responses are often flimsy and unconvincing, with some inaccurate.	Struggles to answer anything and the answers typically incorrect.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	
2.	
3.	
...	

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Entirely set by student
2.	
3.	
...	

