

## GECC4130 Senior Seminar Course Outline (Term 1, 2026/27)

Course Code: GECC4130 Section: \_\_\_\_\_

Title Senior Seminar 專題討論

### Contact details for course supervisor

Name:	
Email:	
Other information:	College GE Website: <a href="https://www.cuhk.edu.hk/ccg/ge">https://www.cuhk.edu.hk/ccg/ge</a> College GE Office Email: <a href="mailto:cccge@cuhk.edu.hk">cccge@cuhk.edu.hk</a>

### Course description

This is a student-oriented teaching (STOT) capstone course for senior year students. Students will form an interdisciplinary team to conduct a small group research on topics of interdisciplinary nature, current affairs, cross-disciplinary knowledge or daily life issues.

With preliminary work and most of the research being carried out in the second term and the summer of the preceding academic year, students are enrolled to the course in term one, normally in the 4th year of study (Y4T1), where students will deliver an oral presentation, exchanging ideas with one another in a seminar context and submit written works.

This course cultivates knowledge and skills in problem solving, critical thinking and value judgment; nurtures appropriate attitude and techniques in cross-disciplinary collaboration, rational and contributive teamwork as well as analysis with multiple perspectives.

### Learning outcomes

After taking the course, students will be able to:

1. integrate learning from various disciplines.
2. conduct study to address broad issues in real life beyond their major subject.
3. address issues with basic research methodology and a liberal approach to diverse values.
4. present arguments in both oral and written form in a logical and coherent manner.
5. develop information literacy and foundations for lifelong learning.
6. demonstrate active and rational collaboration in group discussion.
7. demonstrate personal and social soft skills, and the ability to work in a team.

### Grade descriptors

Grade	Overall course
A	<ul style="list-style-type: none"> <li>• Examine problems with novel approaches, multiple perspectives, and outstanding problem-solving strategies.</li> <li>• Outstanding and ample justification of evidence and logical reasoning.</li> <li>• Outstanding synergy of various concepts and methods to address the problem.</li> <li>• Consistent active participation in consultations and in-class activities.</li> <li>• Quality and constructive input in group discussions and consultations.</li> <li>• Outstanding performance on all learning outcomes.</li> <li>• Complete all assessment tasks on time.</li> </ul>
A-	<ul style="list-style-type: none"> <li>• Examine problems with multiple perspectives and excellent problem-solving strategies.</li> <li>• Convincing justification of evidence and logical reasoning.</li> <li>• Integrate substantial concepts and methods to address the problem.</li> <li>• Active participation in consultations and in-class activities.</li> <li>• Quality and constructive input in group discussions and consultations.</li> <li>• Generally outstanding performance on almost all learning outcomes.</li> <li>• Complete all assessment tasks on time.</li> </ul>
B+, B, B-	<ul style="list-style-type: none"> <li>• Solve problems with routine or familiar approaches.</li> <li>• Justification of evidence or reasoning may have minor flaw or requires clarification yet acceptable.</li> <li>• General application of concepts and methods to address the problem.</li> <li>• Satisfactory participation in consultations and in-class activities.</li> <li>• Substantial performance on all learning outcomes, OR good performance on some learning outcomes which compensates for less satisfactory performance on other learning outcomes, resulting in overall substantial performance.</li> </ul>
C+, C, C-	<ul style="list-style-type: none"> <li>• Satisfactory performance on majority of learning outcomes.</li> </ul>
D+, D	<ul style="list-style-type: none"> <li>• Barely satisfactory performance on a number of learning outcomes.</li> </ul>
F	<ul style="list-style-type: none"> <li>• Unsatisfactory performance on most of the learning outcomes, OR failure to meet specified assessment requirements.</li> </ul>

## Course syllabus

### Phase 1 – Preparation and Planning | *Preceding 2<sup>nd</sup> Term (e.g. Y3T2)*

Mar – Pre-registration, form group and propose topic

Apr – 1<sup>st</sup> meeting with course supervisor

April to May – Submit proposal

May to June – Proposal being approved

### Phase 2 – Inquiry and Analysis | *Preceding Summer (e.g. Y3 Summer)*

Carry out research

Consultations with and report progress to supervisor

### Phase 3 – Closure and Result Delivery | *Final Year 1<sup>st</sup> Term (e.g. Y4T1)*

Sep – Prepare presentation and report

Sep to Dec – Presentations and discussions at tutorials

Sep to Dec – Submit project report, reflective essay and intra-group peer evaluation form

The course syllabus and a possible implementation schedule are described in this section for illustration only. The actual implementation plan is subject to the recommendation and requirement by individual supervisor as well as nature of individual project.

Chung Chi students are encouraged to enrich their global outlook and expand their vision through participating in overseas programmes. Some of these programmes may be organized by the College or by other units within CUHK. Students may consider integrating their overseas experience and international exposure with the Senior Seminar, for instance, by conducting regional comparative studies, especially if some group members participate in overseas programmes during the preceding summer. If so, they need to plan ahead of time, present the idea in their proposal and make arrangements for long-distance consultation with supervisors during the out-of-town period.

## Teaching & Learning Activities

Phase	Teaching & Learning Activity	Type / Hour (if applicable)
Preparation and Planning	First Meeting with Course Supervisor	In class / 2 hours
	Proposal	Out of class
Inquiry and Analysis	Research	Out of class
	Consultations (at least two sessions)	Out of class / 2 hours
	Interim Progress Report	Out of class
Closure and Result Delivery	Interactive Tutorials: Presentation, Commentary and Discussion	In class / 21 hours, 7 lessons
	Written report, Reflective Essay and Intra-Group Peer Evaluation	Out of class

## Assessment Scheme

Assessment Task	Percentage	Remarks
Consultation	10% (Group)	Phase 1-2 <ul style="list-style-type: none"> <li>At least TWO consultations.</li> <li>Submission of Interim Progress Report (IPR) Form</li> </ul>
Proposal	10% (Group)	Phase 1 paperwork
Oral presentation	20% (Individual)	Phase 3 in-class activities
Commentary	10% (Individual)	Phase 3 in-class activities
Open discussion	15% (Individual)	
Project report	20% (Group)	Phase 3 paperwork
Reflective essay	5% (Individual)	Phase 3 paperwork
Intra-Group Peer Evaluation	10% (Individual)	

### Late submission policy:

- For written assignments, a deduction of 20% mark will be applied for late submissions, and submissions received after 5 days from the deadline will not be marked.
- In general, requests for deadline extensions should be made at least one week prior to the deadline by email to the course supervisor accompanied by justifiable reasons and supporting documents. Extensions will only be granted under unexpected or exceptional circumstances beyond the student's control.

### Attendance

Attendance in all classes is important and essential for students to demonstrate their achievement and performance of their learning outcomes. Unexcused absence will lead to score deduction in assessment tasks relevant to in class activities. Excused absence will only be accepted if there are valid reasons and application in advance should be made via email to course supervisor, with evidence provided.

### Course schedule

Time Period	Particular	Remarks
March	Group forming and pre-registration exercise	Submit group members information and initial project topic with a description
17 <sup>th</sup> April	First meeting with course supervisor	Date may be rescheduled for particular groups
April to May	Seek advice on proposal	"Proposal Writing Guidelines" *
May __ - __	First Consultation	
May	Submission of <b>Proposal</b> for approval Due date: _____	
June to August	Conduct study Consultations with supervisor whenever needed	"Interim Progress Report Form" *
August	Submission of <b>Interim Progress Report</b> Due date: _____	
August __ - __	Second Consultation	
First Term September to December	Consultation on results and conclusion  Seven Senior Seminar Lessons on Fridays: Oral Presentation, Commentary and Discussion  Submission of Project Report, Reflective Essay and Intra-group Peer Evaluation Forms  Due date: _____	Submit <b>Presentation Outline</b> at least 7 days before presentation.  "Reflective Essay Guidelines", "Intra-group Peer Evaluation Form", "Project Report Cover Page template" *

\* Course materials can be downloaded from the GECC4130 Website: <https://www.ccc.cuhk.edu.hk/en/content.php?wid=245>

### Presentation schedule

Presentation Date	Presenting Group(s)	Commentary Group
<i>e.g. week 2 in Term 1</i>	1	4
	2	5
	3	6
	4	7
	5	1
	6	2
	7	3

1. Friday in the first & last teaching weeks: September 11, 2026 and December 4, 2026
2. College Founders' Day: October 30 (on which a class is less recommended)

### Class Arrangements (classroom booking 3:30-6:15)

	Rundown (to be confirmed by course supervisor)	Recommended time allocation (2hr – 2hrs 45mins)
(i)	<u>Presentation</u> One group will present on their group study	<u>40</u> minutes
(ii)	<u>Commentary</u> Another group, the commentary group, will comment on the presentation.	<u>20</u> minutes
	Break	<u>10</u> minutes
(iii)	<u>Discussion</u> Open to all groups. Discussion led by either the presentation or commentary group (to be decided within individual class).	<u>50</u> minutes or above
(iv)	Conclusion By course supervisor	5 minutes

## Student Submissions

### 1. **Project Proposal**

A proposal (no more than 3-5 pages) has to be written under the course teacher's supervision and submitted for the teacher's approval. Students can download the "Proposal Guidelines" at CCGE website. The submission deadline is suggested to be May or June, exact due date to be specified by course supervisor. Students are strongly recommended to make appointment with their supervisor for consultation to seek advice before finalizing their proposal.

### 2. **Interim Progress Report (IPR) Form**

Students are expected to carry out their project during the summer period. Each group should fill up and submit the checklist-like Interim Progress Report Form for their supervisor in summer. The IPR Form is intended to facilitate progress review by both the supervisor and the students themselves. Students can download the IPR Form at CCGE website. The submission deadline is suggested to be around August, exact due date may be adjusted subject to course supervisor and nature of individual project. A consultation following up the IPR may be considered.

### 3. **Presentation Outline and Material**

The Presenting group should send out their presentation outline and materials to their fellow classmates 7 days before presentation date for their pre-class preparation. This is especially important for the commentary group who is assigned to give feedback to the presentation group.

### 4. **Project Report, Reflective Essay and Intra-group Peer Evaluation Form**

Within 2 weeks after the last presentation (unless other date specified by the course supervisor), students have to submit a project report (group), reflective essay (individual) and intra-group peer evaluation form.

#### 4.1 **Project Report**

##### Content

- **Introduction:** Why your group is interested in this project and some background information.
- **Purpose and rationale of the study:** What does your group want to achieve through this project and the rationales behind.
- **Question(s):** What specifically you want to find out?
- **Literature review:** an account of what has been discussed and published on a topic.
- **Methodology (and ethical considerations if any):** the study design, data collection and analysis; what are the benefits and limitations about the process, any ethical consideration when conducting the study?
- **Findings and interpretation:** a detailed discussion of the results.
- **Implications/recommendations:** any workable solution or new development?
- **Reflection paragraph on cross-disciplinary collaboration:** The actual synergy achieved during the project and the process of reflection are rather valuable and of intellectual importance. This session should describe and explain the synergy and applications of cross-disciplinary knowledge and/or non-formal education experiences in the project. The reflection should also involve an evaluation responding the cross-disciplinary collaboration suggested at your project proposal – successfully achieved, partially achieved, revised, unanticipated collaboration and etc, noted that deviation from proposal is common and could be trivial.
- **References / Bibliography; Appendices and/or Supplemental materials, if any**

##### Format and Word Limit

- Can be written in either Chinese or English.
- 7,000 - 10,000 words (exclude bibliography and appendices).
- All reports must be type written on standard A4 paper in double line spacing with font size at point 12 and margins of 2 cm.
- Use the *Cover Page Template* downloadable at College GE website.

##### Submission

- **Upload to VeriGuide:** All students of the same group should be asked to sign the declaration, each of whom is responsible should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.
- **Submission to Course Supervisor:** The Project report, together with its signed (all members) declaration form and other paperworks which includes individual reflective essay and intra-group evaluation form, should be submitted to course supervisor.
- **Duplicate submission to College Blackboard:** For project report archive, students have to upload their project report (full report with cover page, content, bibliography, etc.) at the College GECC4130 centralized Blackboard website.

#### 4.2 **Reflective Essay**

- Not less than 800 words.
- Can be written in either Chinese or English.
- Three core ideas: KSAV, personal growth, team collaboration.
- Students can write their positive and/or negative views.
- "Reflective Essay Guidelines" is available at the College GE website.

#### 4.3 **Intra-group Peer Evaluation**

- Student has to use the provided "Intra-Group Peer Evaluation Form" to conduct Intra-group Peer Evaluation.
- Student should use the form to evaluate all groupmates and oneself.
- Written comment is required for each evaluation.
- Additional justification is required for approval when giving a very high or very low total score.
- "Intra-Group Peer Evaluation Form" is available at the College GE website.

## Required and recommended reading:

### Required readings:

1. Babbie, Earl R. *The Practice of Social Research*. Fourteenth edition. Boston, MA: Cengage Learning, 2016.
2. Kumar, Ranjit. *Research Methodology: A Step-by-Step Guide for Beginners*. Fourth edition. Los Angeles: SAGE, 2014.
3. Kumar, Ranjit 著，潘中道、胡龍騰譯。《研究方法：步驟化學習指南》。第 2 版。台北市：學富文化事業有限公司，2010。

And to be assigned by course supervisors.

### Recommended readings:

1. Jason, Leonard, and David Glenwick, eds. *Handbook of Methodological Approaches to Community-Based Research: Qualitative, Quantitative, and Mixed Methods*. New York: Oxford University Press, 2016.
2. 李逆燭：《格物致知：思考與研究方法概要》。初版。香港：經濟日報出版社，2009。
3. Crabtree, Benjamin F., and William L. (William Lloyd) Miller 著，黃惠雯等譯。《最新質性方法與研究》。修正重印本，2007 年修正版。台北縣永和市：韋伯文化國際出版有限公司，2007。

And to be assigned by course supervisors.

## Feedback for evaluation:

Course and Teaching Evaluation Survey

Course-end evaluation through group representatives and e-mail exchanges

## Academic honesty, plagiarism and AI tools

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- For group projects of GECC4130, all students of the same group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.
- Students are fully aware that their work may be investigated by AI content detection software to determine originality.

Assignments without the properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submissions. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.

The copyright of the teaching materials, including lecture notes, assignments and examination questions etc., produced by staff members/ teachers of The Chinese University of Hong Kong (CUHK) belongs to CUHK. Students may download the teaching materials produced by the staff members/ teachers from the Learning Management Systems, e.g. Blackboard adopted by CUHK for their own educational use, but shall not distribute/ share/ copy the materials to a third-party without seeking prior permission from the staff members/ teachers concerned.

In accordance with the University's Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments (May 2025), Approach 2 (i.e. "Use only with prior permission") is adopted for Chung Chi College General Education courses.

Students are not allowed to use generative AI (GenAI) tools to prepare or write any part of their written assignments, such as proposals, essays, or project reports. However, students may use GenAI tools solely for spelling and grammar checking. In addition, students are strongly discouraged from using GenAI tools to generate summaries or paraphrases as a substitute for close reading of the core texts. Students may also be asked to engage in interactions with GenAI tools under teachers' strict supervision.

Students should use VeriGuide AWD to check the AI index of their assignments before submission. As a general rule, a higher AI Index indicates a lower level of student effort. If an assignment's AI Index exceeds 25%, the assignment may receive a failing grade.

Students should also be aware that they bear the risk of being suspected of using AI to complete their assignments. Teachers reserve the right to report such cases to the College Student Discipline Committee.