Quantitative Social Analysis Colloquium

SOSC 3200

1 Credit

Time: Wednesday, 2:00PM – 2:50PM

Venue: Room 6602, Academic Building (Lift 31-32)

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Office Hours: By email appointments

Course Description

This seminar course is designed specifically for third-year and above undergraduate students enrolled in the BSc in Quantitative Social Analysis program. The faculty members from the Division of Social Science will be invited to introduce their research areas and recent projects, demonstrating how knowledge and skills in quantitative social analysis are applied to studying social phenomena, including health, business, education, inequality, family and kinship, careers, crime, migration, as well as broader issues of economic, social and political change. Students will learn about the differences between various concerns, paradigms and methodologies of the major social science disciplines, which will help them generate research ideas for their own capstone projects as well as prepare them for their future careers.

Intended Learning Outcomes (ILOs)

By the end of this course, students should be able to:

ILO1: Recognize the types of social phenomena that are amenable to research by the application of quantitative methods.

ILO2: Develop awareness of the basic building blocks of a research project in quantitative social analysis.

ILO3: Generate research ideas for a research project in quantitative social analysis.

Assessment and Grading

This course will be assessed using criterion-referencing and grades will not be assigned using a curve. Detailed rubrics for each assignment are provided below, outlining the criteria used for evaluation.

Assessments:

Assessment Task	Contribution to Overall Course grade (%)	Due date
Attendance and Participation	20%	Week 1 to 10
Reflection Paper	80%	30/11/2024

Mapping of Course ILOs to Assessment Tasks:

Assessed Task	Mapped ILOs	Explanation
Attendance and Participation	ILO1, ILO2	This task assesses students' ability to catch up with the discussions and examples that highlight various social phenomena suitable for quantitative research (ILO1) and fosters students' awareness and comprehension of the fundamental components of a research project (ILO2).
Reflection Paper	ILO1, ILO2, ILO3	This task allows students to analyze and identify social phenomena that can be examined using quantitative methods (ILO1), to explore and articulate their understanding of the basic building blocks of a quantitative research project (ILO2), and to creatively brainstorm and propose research ideas for a quantitative research project (ILO3).

Final Grade Descriptors:

Grades	Short Description	Elaboration on subject grading description
A	Excellent Performance	Demonstrates exceptional ability to recognize diverse social phenomena suitable for quantitative research, develop a thorough understanding of the key components of a research project in this domain, and generate creative and well-justified research ideas.
B	Good Performance	Has a strong grasp of the types of social phenomena amenable to quantitative analysis, a solid awareness of the building blocks of a research project, and the ability to propose relevant research ideas.
C	Satisfactory Performance	Has a basic understanding of the social phenomena that can be studied through quantitative methods, some awareness of research project components, and the capacity to generate research ideas, though with room for improvement.
D	Marginal Pass	Has difficulty recognizing the types of social phenomena suitable for quantitative research, shows limited awareness of research project fundamentals, and struggles to generate coherent research ideas.
F	Fail	Lacks understanding of the social phenomena amenable to quantitative analysis, lacks awareness of the basic components of a research project, and is unable to generate meaningful research ideas.

Student Rubrics

The following rubrics will be used to assess the tasks that you submit or achieve.

Class Participation and Attendance Rubric:

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Attendance	Attends all classes	Misses 1 class with a valid excuse (e.g. illness, emergency)	Misses 1 class with a valid excuse (e.g. illness, emergency)	Misses 2 classes, regardless of excuse	Misses more than 2 classes, regardless of excuse
Engagement in Class	Actively participates in discussions, asks thoughtful questions, and provides insightful comments	Participates regularly in discussions and asks questions to clarify understanding	Participates occasionally, but contributions are basic or demonstrate only partial understanding	Rarely participates, even when called upon, and does not seem engaged	Does not participate in class discussions and shows no engagement

Reflection Paper Rubric:

Criteria	Excellent	Good	Average	Below Average	Unsatisfactory
Understanding of Social Phenomena for Quantitative Research	Demonstrates comprehensive, nuanced understanding of diverse social phenomena suitable for quantitative research, with insightful examples.	Exhibits solid grasp of key social phenomena for quantitative research, with generally sound examples and analysis.	Shows basic understanding of social phenomena for quantitative research, but with room for deeper exploration. Examples are limited.	Displays limited awareness of social phenomena amenable to quantitative research. Examples are underdeveloped or inappropriate.	Lacks understanding of social phenomena for quantitative research. Examples are missing or irrelevant.
Awareness of Research Project Components	Exhibits thorough awareness of essential research project components, including clear articulation of research questions, methods, and potential challenges.	Demonstrates good understanding of key research project components, with reasonable explanations.	Shows basic awareness of research project components, but with some gaps in understanding.	Displays limited awareness of fundamental research project components. Explanations are incomplete or inaccurate.	Lacks awareness of core research project components. Explanations are missing or incorrect.
Generation of Research Ideas	Proposes creative, well-justified, and feasible research ideas that showcase deep understanding of quantitative social analysis.	Generates relevant research ideas demonstrating solid understanding of quantitative social analysis, though could be further developed.	Puts forth research ideas showing basic understanding of quantitative social analysis, but with limited justification or feasibility.	Struggles to generate ideas clearly aligned with quantitative social analysis. Ideas are underdeveloped or lack justification.	Fails to propose relevant research ideas or demonstrates lack of understanding.
Critical Reflection and Insights	Provides insightful, thoughtful, and well-articulated reflections demonstrating deep understanding of course content.	Offers meaningful reflections demonstrating good understanding of course content and its relevance.	Includes basic reflections, but insights could be more developed. Demonstrates moderate understanding.	Provides limited or superficial reflections, demonstrating limited understanding of course content.	Fails to provide meaningful reflections or demonstrate understanding of course content.
Organization, Clarity, and Writing	Exceptional organization, clarity, and quality of writing. Ideas presented in a logical, coherent, and compelling manner.	Good organization, clarity, and quality of writing. Ideas communicated effectively.	Reasonable organization, clarity, and quality of writing, but with room for improvement.	Weak organization, clarity, and quality of writing, impeding communication of ideas.	Poor organization, clarity, and quality of writing, making reflection difficult to understand.

Course AI Policy

The use of generative AI tools is permitted to assist students with their reflection papers, but overreliance on AI-generated text is discouraged, and students must properly credit any use of AI and adhere to the university's academic integrity policy.

Communication and Feedback

Assessment marks for individual assessed tasks will be communicated via Canvas within two weeks of submission. Feedback on assignments will include comments on strengths and areas for improvement. Students who have further questions about the feedback including marks should consult the instructor within five working days after the feedback is received.

Late submission Policy

Late submission will *NOT* be accepted unless a valid reason is given and prior special permission is obtained.

Academic Integrity

Students are expected to adhere to the university's academic integrity policy. Students are expected to uphold HKUST's Academic Honor Code and to maintain the highest standards of academic integrity. The University has zero tolerance of academic misconduct. Please refer to Academic Integrity | HKUST – Academic Registry for the University's definition of plagiarism and ways to avoid cheating and plagiarism.