

Course Code
COMP 4900

Course Title
Academic and Professional Development

Course Description

This course is for academic and professional development of students in the programs offered by the Department of Computer Science and Engineering. Activities may include seminars, workshops, advising and sharing sessions, interaction with faculty and teaching staff, and discussion with student peers or alumni. Graded P/PP/F.

List of Topics

CSE Information Seminars

To facilitate your study, the department offers information seminars, including department UG orientation (compulsory for Year 2 students), Final Year Project (FYP), job hunting, internship and exchange, IT job markets, CV writing training, etc. List of CSE information seminars:

Date	Time	Venue	Event	Target group	Speaker
First Wed in Fall semester	6-7pm	TBA	CSE Program Orientation	Year 2 CSE UG (Required)	Department Head and Associate UG Heads, Coordinator, CSSYSTEM, CT, CSESS
Mid Apr	6-7pm	TBA	Internship/industrial training Information Seminar		Internship coordinator
Early Apr	6-7pm	TBA	FYP Information Seminar		FYP coordinator

CSE Talk Series to General CSE UG students

Interesting general talks by our CSE professors, alumni, or students to share their research, profession or experience with fellow students. List of CSE UG talks:

Date	Time	Venue	Event	Target group	Speaker
(Will announce later, please visit CSE website: https://www.cse.ust.hk/ug/comp4900/)					

Textbooks

N/A

Reference books

N/A

Grading Scheme

Students are registered to COMP 4900 during their whole stay in CSE. Its grade for each term is PP (Permitted to Proceed). The P (Pass) grade will be given at the final term before they graduate.

Failure of fulfilling the above requirement in any term may lead to an 'F' grade in COMP 4900 for that term, and be permanently recorded in transcript. Please be reminded that it is a required course and an 'F' grade will affect your graduation according to university policy.

In order to "pass" the course, students are required to meet with their faculty advisor and attend seminars during the course of undergraduate study.

Last term in CSE (e.g. Year 4 Spring): You don't need to attend any seminars. Instead, you are required to fill the online graduation survey, which is usually sent out in mid-May. You will also be invited to an optional casual gathering (e.g. tea gathering or graduation dinner) in late Apr or early May. P grade will be assigned upon successful fulfilment of course requirement, and facilitate your graduation.

Course Intended Learning Outcomes

- Develop relationships with faculty members and staff;
- Examine the value of and assume ownership of his/her education;
- Become self-directed in planning and accomplishing short and long-term academic goal;
- Identify short and long-term career and personal plans and aspirations and work towards these by establishing realistic development plans.

Assessment Rubrics

Criteria	Excellent	Pass	Fail
Clarity and Relevance	The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. The reflection shows tremendous thought and effort. The learning experience being reflected upon is relevant and meaningful.	Minor, infrequent lapses in clarity. Abstract concepts are explained fairly accurately. The reflections show some thought and effort. Student makes attempts to demonstrate relevance, but the relevance is unclear in reference to learning goals.	There are frequent lapses in clarity. Concepts are either not discussed or are presented inaccurately. The reflections show poor thought and effort. Most of the reflection is irrelevant to student and/or learning goals.
Analysis and Self-Criticism	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or other concepts. It demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.	The reflection demonstrates student attempts to analyze the experience to understanding of self, but analysis lacks depth. It demonstrates ability of the student to question their own biases, stereotypes, preconceptions. New modes of thinking are not evident.	Student makes attempts at applying the learning experience to understanding of self, others, and/or seminar concepts but fails to demonstrate depth of analysis. There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.
Length	Number of words over 200	Number of words over 200	Number of words less than 200