

Subject Code	CBS5T01
Subject Title	Professional Ethics and Academic Integrity
Credit Value	1
Level	5
Pre-requisite/ Co-requisite/ Exclusion	Nil
Objectives	<p>The objectives of the subject are to:</p> <ol style="list-style-type: none"> 1. Raise students' awareness of the importance of adhering high standards of academic integrity 2. Enhance students' ability to critically analyse ethical issues and make appropriate ethical decisions.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the concepts and principles of academic integrity and ethics. 2. Demonstrate awareness and ability to analyse academic integrity and ethical issues, such as copyright and plagiarism, and act properly to avoid academic and ethical misbehaviours. 3. Recognise important ethical issues and practices in a university context. 4. Understand the implications and concerns on academic integrity raised by the latest technology, such as ChatGPT and other Generative Artificial Intelligence (GenAI) tools. 5. Identify and deal with complex ethical and professional issues in discipline-specific settings, and be able to communicate effectively the issues to the stakeholders and the public.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<ul style="list-style-type: none"> • Introduction to moral theory; Philosophy and codes of ethics and their origins • Applying ethics to different linguistic communities and language policy advising; Ethics in recruiting human subjects (including children and vulnerable adults), working with consultants, experimental designs and conducting experiments on human subjects for linguistic research • Ethics in linguistic fieldwork and analysis: authorship and data ownership; copyright; data management • Ethics in translation research and practice: common issues, guiding principles, discipline-specific scenarios • Ethics in research conducted in various professional settings such as classrooms, health-related contexts and media • Obtaining ethical approval for a research project: procedures and processes

	<ul style="list-style-type: none"> • Ethics and human behavior: individual, professional, and societal responsibilities • Guidelines in using GenAI tools • Academic integrity: avoiding plagiarism 																																								
<p>Teaching/Learning Methodology (Note 3)</p>	<p>Lectures: introduce students to fundamental principles and theories of ethics in research; examine case studies and examples to illustrate ethical dilemmas that researchers may encounter during their research; lead students to discuss topics such as informed consent, confidentiality of data, recruitment of human subjects, and the responsible use of data.</p> <p>Seminars: encourage students to practice the procedure in obtaining human subjects ethics approval; encourage students to reflect on the ethical dimensions of research and critically evaluate decisions made in case studies; lead students to raise questions and discuss contents of case studies presented by peer students; encourage students to debate on topics related to ethics.</p>																																								
<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<table border="1" data-bbox="496 929 1410 1451"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="5">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>1. Tests</td> <td>60%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Oral presentation</td> <td>25%</td> <td></td> <td></td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>3. Attendance</td> <td>15%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="5"></td> </tr> </tbody> </table> <p>The subject is assessed on a Pass/Fail grading mechanism. The attendance includes scores of in-class quizzes, which assess the learning outcomes.</p> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. Two tests will evaluate students’ knowledge of human ethics and academic integrity and their ability to identify and analyze ethical issues in their study and research. They will assess students’ ability to identify, discuss and analyze ethical principles and issues, and evaluate how individuals, professions, and societies benefit from following ethically acceptable behavior and practices. 2. One oral presentation will assess the students’ ability to present and argue points in support of their rationale. 	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					1	2	3	4	5	1. Tests	60%	✓	✓	✓	✓	✓	2. Oral presentation	25%					✓	3. Attendance	15%	✓	✓	✓	✓		Total	100 %					
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Student Study Effort Expected	Class contact:	
	▪ Lecture/seminar/workshop/oral presentation	13 Hrs.
	Other student study effort:	
	▪ Self-study and group work	27.5 Hrs.
	Total student study effort	40.5 Hrs.
Reading List and References	<p>De Costa, P. I. (2015). <i>Ethics in applied linguistics research: Language researcher narratives</i>. Routledge.</p> <p>Koskinen, K., & Pokorn, N. K. (2020). <i>The Routledge handbook of translation and ethics</i>. Routledge.</p> <p>Inghilleri, M. (2013). <i>Interpreting justice: Ethics, politics and language</i>. Routledge.</p> <p>Hong Kong Business Ethics Development Centre. (n.d.). https://hkbedc.icac.hk/en</p> <p>The Hong Kong Polytechnic University. (2023). <i>Guidelines for Students on the Use of Generative Artificial Intelligence (GenAI): Effective from 2022/23 Summer Term</i>. https://www.polyu.edu.hk/en/ar/students-in-taught-programmes/use-of-genai/</p>	