City University of Hong Kong
Course Syllabus

offered by the Department of English
with effect from Semester A 2024/25

Part I   Course Overview

Course Title: Research Methods in English Studies

Course Code: EN6471

Course Duration: 1 semester

Credit Units: 3

Level: P6

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**

This course will teach students to research, analyze, evaluate, and apply critical approaches and methods in the field of English studies. The main aim is to prepare them to conduct their own independent research study.

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.	make use of library and online resources to conduct literature searches and to review the literature in order to guide the direction and the design of a study	5%	✓	✓	✓
2.	analyse and evaluate a range of research questions in English Studies	10%	✓	✓	✓
3.	analyse and evaluate a set of basic concepts, theories and research methods in English Studies	20%	✓	✓	✓
4.	analyse, evaluate, compare and contrast both the advantages and disadvantages of different research methods, with reference to different kinds of research questions in English Studies	30%	✓	✓	✓
5.	discuss ethical issues in research	5%	✓	✓	✓
6.	apply the knowledge and skills gained from CILOs 2-4 to design a research study	30%	✓	✓	✓
		100%			

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 real-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. Learning and Teaching Activities (LTAs)
(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No. 1	2	3	4	5	6	Hours/week (if applicable)
Lectures	Students will learn about research skills through interactive lectures which will be delivered by the instructor and guest speakers	✓	✓	✓	✓	✓	✓	2
Group discussions	Students will participate in guided small group discussions		✓	✓	✓	✓	✓	1
Analysis tasks	Students will develop research skills through guided exploratory tasks that involve the use of authentic research texts representing various research methods	✓	✓	✓	✓	✓	✓	1
Reading	Students will gain knowledge by guided out-of-class reading tasks	✓	✓	✓	✓	✓	✓	3

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No. 1	2	3	4	5	6	Weighting	Remarks
Continuous Assessment: _100_ %								
In-class Quiz (with two parts: TESOL and English Literature Studies)	✓	✓	✓	✓	✓	✓	50%	
Critique of research (with two parts: TESOL and English Literature Studies)	✓	✓	✓	✓	✓	✓	50%	
Examination: 0%								
							100%	

5. Assessment Rubrics

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

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Critique of research	• Topic	• Shows full understanding of the topic;	• Shows sufficient understanding of the topic;	• Shows partial understanding of the topic	• Shows sketchy understanding of the topic	• Shows inaccurate understanding of the topic
	• Content & analysis	• Shows full understanding of main concepts and their application;	• The main concepts are competently discussed and applied;	• The concepts selected for analysis are adequately applied;	• The concepts selected for analysis are partially applied;	• The concepts selected for analysis are highly inadequate;
	• Organization	• Effectively sectioned and organized	• Quite effectively sectioned and organized	• Adequately sectioned and organized	• Adequately sectioned and organized	• Poorly sectioned and organized
	• Language	• Style and tone are highly appropriate	• Style and tone are appropriate	Style and tone are somewhat appropriate	Style and tone are somewhat appropriate	Style and tone are completely inappropriate
2. In-class Quiz	The quiz will be marked according to the accuracy of the answers. Correct answers will be awarded full marks of the respective questions, half-correct answers will be awarded half of the marks devoted to the respective questions, and wrong or irrelevant answers will be awarded zero.	• Shows full understanding of the topic; • Shows full understanding of main concepts and their application;	• Shows sufficient understanding of the topic; • The main concepts are competently discussed and applied;	• Shows partial understanding of the topic • The concepts selected for analysis are adequately applied;	• Shows partial/sketchy understanding of the topic • The concepts selected for analysis are partially/adequately applied;	• Shows inaccurate understanding of the topic • The concepts selected for analysis are highly inadequate;

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Critique of research	• Topic	• Shows full understanding of the topic;	• Shows sufficient understanding of the topic;	• Shows partial/sketchy understanding of the topic	• Shows inaccurate understanding of the topic
	• Content & analysis	• Shows full understanding of main concepts and their application;	• The main concepts are competently discussed and applied;	• The concepts selected for analysis are partially/adequately applied;	• The concepts selected for analysis are highly inadequate;
	• Organization	• Effectively sectioned and organized	• Quite effectively sectioned and organized	• Adequately sectioned and organized	• Poorly sectioned and organized
	• Language	• Style and tone are highly appropriate	• Style and tone are appropriate	• Style and tone are somewhat appropriate	• Style and tone are completely inappropriate
2. In-class Quiz	• The quiz will be marked according to the accuracy of the answers. Correct answers will be awarded full marks of the respective questions, half-correct answers will be awarded half of the marks devoted to the respective questions, and wrong or irrelevant answers will be awarded zero.	• Shows full understanding of the topic; • Shows full understanding of main concepts and their application;	• Shows sufficient understanding of the topic; • The main concepts are competently discussed and applied;	• Shows partial/sketchy understanding of the topic • The concepts selected for analysis are partially/adequately applied;	• Shows inaccurate understanding of the topic • The concepts selected for analysis are highly inadequate;

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.)

Literature Searches, Research Questions, Research Paradigms and Methodologies

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.	Paltridge, B. & Phakiti, A. (2018). *Research methods in applied linguistics: A practical resource*. Bloomsbury Academic.
2.	McKinley, J. & Rose, H. (2019). *The Routledge handbook of research methods in applied linguistics*. Routledge.
3.	Towheed, S (2010). Tools and techniques for literary research: using online and printed sources. In Correa, D. and Owens, W.R. (Eds.), *The handbook to literary research* (pp. 9-36). Routledge.
4.	Correa, D. & Owens, W.R. (2009), *The handbook to literary research.* (2nd edition). Routledge.
5.	Eagleton, T. (2011). Introduction: What is Literature? in *Literary Theory: An Introduction.* John Wiley & Sons.
6.	Castle, G (2007). The Rise of Literary Theory in *The Blackwell Guide to Literary Theory.* Blackwell Publishers.
7.	Elliott, M.A. & Stokes, C. (2003). Introduction: What Is Method and Why Does It Matter? In M. Elliot & C. Stokes (Eds.), *American Literary Studies: A Methodological Reader*(pp.1-17). New York University Press.
8.	Yood, J. (2003). Writing the Discipline: A Generic History of English Studies. *College English, 65*, 5, pp. 526–540.
9.	Olsen, S. H. (2005). Progress in Literary Studies. *New Literary History, 36*, 3, 341–358.

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

1.	Andrews, R. (2003). *Research Questions*. Continuum.
2.	Zhang, L. J. & Zhang, D. (2019) Think-aloud protocols. In J. McKinley & H. Rose (Eds). *The Routledge Handbook of Research methods in Applied Linguistics*. (pp. 302 – 311) New York: Routledge.
3.	Sato, M. & Ballinger, S. (2016) *Peer Interaction and Second Language Learning: Pedagogical Potential and Research Agenda*. John Benjamins.
4.	Hyon, S. (2018). *Introducing Genre and English for Specific Purposes*. Routledge.
5.	Owens, W.R. (2010). Editing literary texts. In Correa, D. and Owens, W.R. (Eds.), *The Handbook to Literary Research* (pp. 69-86). Routledge.
6.	Gutpa, S. (2010). The place of theory in literary disciplines. In Correa, D. and Owens, W.R. (Eds.), *The Handbook to Literary Research* (pp.109-130). Routledge.
7.	Johnson, D. (2010). *Literary research and interdisciplinarity.* In Correa, D. and Owens, W.R. (Eds.), *The Handbook to Literary Research* (pp.131-147). Routledge.
8.	Creswell, J. W. (2015). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Pearson.
9.	Creswell, J. W. & Poth, C. N.(2018). *Qualitative Inquiry and Research Design: Choosing*

	Among Five Approaches. Sage.
10.	Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Sage.