

City University of Hong Kong

**Information on a Course
offered by Department of Public Policy
with effect from Semester A in 2014 / 2015**

Part I

Course Title:	MAUM Capstone Project
Course Code:	POL6500
Course Duration:	3 semesters
Credit Units:	4 (Semester A: 1 credit; Semester B: 2 credits; Summer Term: 1 credit)
Level:	P6
Medium of Instruction:	English
Prerequisites:	None
Precursors:	None
Equivalent Courses:	None
Exclusive Courses:	None

Part II

1. Course Aims

This course aims to enable students in integrating and applying the theories, technologies and practices they acquired in various courses in the programme in generating new ideas, constructing innovative practices or devising alternate perspective in chosen subject issues in urban management. Students will work in groups of 2-3 students to work on a topic of their choice

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting
1.	Identify issues in urban management that are inadequately understood or being poorly handled	
2.	Critically analyse and evaluate the knowledge gap relating to the urban management issues that are identified	
3.	Design and implement plans to collect relevant information	
4.	Discover new knowledge or construct new practice in relation to the identified issues in urban management	
5.	Communicate effectively the new knowledge related to the identified urban management issues	
6.	Work effectively in a team	

3. Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course.)

CILO No.	TLAs	Hours/week (if applicable)
CILO 1, 2, 3, 4, 6	Private reading of individual students and meetings of the project group	6 hours per week
CILO 1, 2, 3, 4, 5	Regular meetings between the project group and the supervisor	1 hour per week
CILO 3	Interim report of the project group	End of semester B
CILO 2, 5	Presentation of research proposal	Early semester B
CILO 2, 4, 5	Written dissertation	End of Summer Term

4. Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course.)

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILO 1, 2, 3, 5	Project proposal and presentation	5%	
CILO 1, 2, 4, 5	Written dissertation (12,000-15,000 Words)	75%	
CILO 6	Peer review	20%	Also used to identify free riders
CILO 4, 5, 6	Reflective Journal (500-800 Words)		

5. Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Knowledge and skills required to undertake an original discovery research project is excellently demonstrated and applied. Very high quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings. Demonstrate ability to integrate theory and practice.
B+ B B-	Knowledge and skills required to undertake an original discovery research project is well demonstrated and applied. Good quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings. Some Indication ability to integrate theory and practice.
C+ C C-	Knowledge and skills required to undertake an original discovery research project is rudimentarily demonstrated and applied. Fair quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings. Limited ability to integrate theory and practice.

D	Knowledge and skills required to undertake an original discovery research project is limited. Superficial critical thinking and limited effort in the review of literature, analysis and evaluation and poor written communication, and limited creative findings. Minimal ability to integrate theory and practice.
F	Unable to demonstrate and apply knowledge and skills required to undertake an original discovery research project. No critical thinking and little effort in the review of literature, analysis and evaluation and very poor written communication, and very limited creative findings. No demonstration of the ability to integrate theory and practice.

Part III

Keyword Syllabus

Research planning (problem identification, research statement, research objectives), literature review, conceptual framework, research methodologies (data collection strategies, quantitative research methods, qualitative research methods), data analysis (descriptive statistics, two variables analysis, qualitative data analysis, model building), research presentation (verbal and oral presentation, research findings presentation, graphing data), research conclusion, policy implications, appraising research.

Recommended Reading

Text(s)

- Chisholm, Margaret; Mateer, Carolyn and Lane, Nancy D. (2000) Techniques for student research : a comprehensive guide to using the library, New York : Neal-Schuman Publishers.
- Gray, David E. (2009) Doing research in the real world, 2nd edition, Los Angeles ; London : SAGE.
- John A. Sharp, John Peters and Keith Howard (2002) The management of a student research project (3rd ed), Aldershot, Hants, England ; Burlington, VT : Gower.
- Nigel Gilbert (2009) Researching Social Life, Third Edition, London: Sage.
- Oliver, Paul (2010) The student's guide to research ethics, Maidenhead, Berkshire : Open University Press.
- Ridley, Diana (2012) The literature review : a step-by-step guide for students, London : SAGE.
- Verhoeven, Pieternella Susanna (2011) Doing research : the hows and whys of applied research, 3rd ed., The Hague : Eleven International Publishing ; Chicago, IL, USA

Online Resources

How to write a graduate level paper, <http://library.royalroads.ca/writing-centre/how-write-graduate-level-essay>