

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester A 2016/2017**

Part I Course Overview

Course Title:	<u>Research Methods for Housing Studies</u>
Course Code:	<u>POL6803</u>
Course Duration:	<u>One semester</u>
Credit Units:	<u>2</u>
Level:	<u>P6</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</u>
Prerequisites: <i>(Course Code and Title)</i>	<u>Nil</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u>POL5505 Research Methods for Urban Managers</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

This course aims to provide students with basic knowledge and skills in social research methods which include setting research questions, collecting and processing data as well as analysing and presenting the research outputs. Particular emphasis will be put on the critical evaluation of research findings and the techniques student required for their capstone projects. Equal emphasis will be put on the quantitative and qualitative approaches of social research.

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.	Critically appraise current and emerging quantitative and qualitative approaches of social research			X	
2.	Critically evaluate findings from research			X	
3.	Design basic quantitative and qualitative research project with appropriate data collection and data analysis tools				X
4.	Produce research reporting in both written as well as oral means				X
5.	Illustrating the ethical issues in the research process		x		
		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 self-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. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
Lectures	Lectures on basic knowledge and skills in lectures	x	x	x	x	x	1.5 hours per week
Presentation	Presentation sessions in seminars			x	x	x	0.5 hour per week
Hand on practice	Hand on practice sessions in seminars			x	x	x	0.5 hour per week
Research proposal	Preparing a research proposal in group meetings outside scheduled classes		x	x	x		Estimated 10 hours in total
Workshop	Data analysis workshop			x			2 hours in total
Consultation	Consultation sessions on data analysis and research report writing			x	x	x	2 hours in total

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
Data analysis assignment			x	x	x	50%	
Oral presentations				x	x		
Written report of a research project proposal: 2,000 – 2,500 words	x	x	x	x	x	50%	
						100%	

5. Assessment Rubrics

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

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Data analysis workshop and oral presentations	ability in analysing and reporting the research data.	Students demonstrate excellent ability in analysing and reporting the research data. In the classroom interactive session, the students are able to show superior skills in both the clarify of the presentation and the connection of the findings to the research questions.	Students demonstrate good ability in analysing and reporting the research data. In the classroom interactive session, the students are able to show good skills in both the clarify of the presentation and the connection of the findings to the research questions.	Students demonstrate average ability in analysing and reporting the research data. In the classroom interactive session, the students are able to show average skills in both the clarify of the presentation and the connection of the findings to the research questions.	Students demonstrate weak ability in analysing and reporting the research data. In the classroom interactive session, the students are able to show weak skills in both the clarify of the presentation and the connection of the findings to the research questions.	Students demonstrate no ability in analysing and reporting the research data. In the classroom interactive session, the students are lacking the skills in both the clarify of the presentation and the connection of the findings to the research questions.
2. Written report of a research project proposal	ability in critically evaluate current quantitative and qualitative research approaches and findings in relevant research areas	The students demonstrate excellent ability in critically evaluate current quantitative and qualitative research approaches and findings in relevant research areas. The students are able to demonstrate superior skills in design basic quantitative and qualitative research project with appropriate data collection and data analysis tools	The students demonstrate good ability in critically evaluate current quantitative and qualitative research approaches and findings in relevant research areas. The students are able to demonstrate good skills in design basic quantitative and qualitative research project with appropriate data collection and data analysis tools	The students demonstrate average ability in critically evaluate current quantitative and qualitative research approaches and findings in relevant research areas. The students are able to demonstrate average skills in design basic quantitative and qualitative research project with appropriate data collection and data analysis tools	The students demonstrate weak ability in critically evaluate current quantitative and qualitative research approaches and findings in relevant research areas. The students are able to demonstrate weak skills in design basic quantitative and qualitative research project with appropriate data collection and data analysis tools	The students demonstrate no ability in critically evaluate current quantitative and qualitative research approaches and findings in relevant research areas. The students are able to demonstrate the lack of skills in design basic quantitative and qualitative research project with appropriate data collection and data analysis tools

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.)

The logic of social inquiry, paradigm and theory, Research design, Measurement, conceptualisation and operationalisation, Sampling, Social survey, Quantitative data analysis, qualitative research design, indepth interviewing, case study, Ethnics of social research, Presentation, appreciation and evaluation of social research.

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. Babbie, E (2006) *The Practice of Social Research* (11th edition), Wadsworth: Thomson Learning (available in the book store and semi-close reserve of the library) [8th (1998) and 9th editions (2001) and 10th (2003) can also be used].
2. Bryman, A. (2004) *Social Research Methods* (2nd edition), Oxford: Oxford University Press.
3. Berg, B.L. (2004) *Qualitative research methods for the social sciences* 5th ed. Boston : Allyn and Bacon).
4. Gilbert, N. (2001) *Researching Social Life*, second edition, London: Sage.
5. Schutt, R. (1999) *Investigating the Social World* (second edition), Thousand Oak, Calif: Pine Forge Press.
6. Miller, Gerald J. and Whicker, Marcia L. (1999) *Handbook of research methods in public administration* (ed), New York : M. Dekker
7. Johnson, Gail (2002) *Research methods for public administrators*, Westport, CT : Quorum Books..
8. Robertson, D. S. McLaughlin, Pat (1996) *Looking into housing : a practical guide to housing research*, Coventry: Chartered Institute of Housing.
9. Bell, Judith (2005) *Doing your research project : a guide for first-time researchers in education, health and social science* 4th ed. Maidenhead, England ; New York : Open University Press.
10. Punch, Keith (2006) *Developing effective research proposals*, 2nd ed, London; Thousand Oaks, Calif.: SAGE.

2.2 Additional Readings

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