

**City University of Hong Kong  
Course Syllabus**

**offered by the Department of English  
with effect from Semester A 2017 / 2018**

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**Part I Course Overview**

<b>Course Title:</b>	Research Methods in English Studies
<b>Course Code:</b>	EN6471
<b>Course Duration:</b>	1 semester
<b>Credit Units:</b>	3
<b>Level:</b>	P6
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> (Course Code and Title)	Nil
<b>Precursors:</b> (Course Code and Title)	Nil
<b>Equivalent Courses:</b> (Course Code and Title)	Nil
<b>Exclusive Courses:</b> (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	10%	✓	✓	✓
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.	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 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	Interactive lectures delivered by the instructor and guest speakers	✓	✓	✓	✓	✓	2
Group discussions	Guided small group discussions		✓	✓	✓	✓	1
Analysis tasks	Guided exploratory tasks that involve the use of authentic research texts representing various research methods	✓	✓	✓	✓	✓	1
Reading	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.					Weighting	Remarks
	1	2	3	4	5		
Continuous Assessment: <u>100</u> %							
Each student will write a part draft of a research proposal or a part draft of a critical survey of the research literature on a chosen topic.	✓	✓	✓	✓	✓	30%	
Each student will write a complete research proposal or a complete critical survey of the literature on a chosen topic.	✓	✓	✓	✓	✓	70%	
Examination: _____% (duration: _____, if applicable)						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-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Part draft of a research proposal	<ul style="list-style-type: none"> <li>◆ Topic</li>   <li>◆ Content &amp; analysis</li> </ul>	<ul style="list-style-type: none"> <li>◆ Shows full understanding of the topic;</li>   <li>◆ Shows full understanding of main concepts and their application;</li>   <li>◆ All relevant information is included in discussion and analysis;</li>   <li>◆ The purpose of the analysis of concepts is completely achieved;</li> </ul>	<ul style="list-style-type: none"> <li>◆ Shows sufficient understanding of the topic;</li>   <li>◆ The main concepts are competently discussed and applied;</li>   <li>◆ The information included in discussion and analysis of concepts is sufficient;</li>   <li>◆ The purpose of the conceptual analysis is achieved;</li> </ul>	<ul style="list-style-type: none"> <li>◆ Shows partial understanding of the topic</li>   <li>◆ The concepts selected for analysis are sufficient, and partially applied;</li>   <li>◆ Only partial information is included in discussion and analysis of concepts;</li>   <li>◆ Only partial analysis is provided;</li>   <li>◆ The purpose of the conceptual analysis is partially achieved;</li> </ul>	<ul style="list-style-type: none"> <li>◆ Shows inadequate understanding of the topic</li>   <li>◆ The concepts selected for analysis are sketchy and inadequate;</li>   <li>◆ Incomplete information is included in discussion and analysis of concepts;</li>   <li>◆ The analysis is not informative or comprehensive;</li>   <li>◆ The purpose of the conceptual analysis is not adequately achieved;</li> </ul>	<ul style="list-style-type: none"> <li>◆ Shows inaccurate understanding of the topic</li>   <li>◆ The concepts selected for analysis are highly inadequate;</li>   <li>◆ Very limited or inaccurate information is incorporated in conceptual analysis;</li>   <li>◆ The analysis is not at all comprehensible;</li>   <li>◆ The purpose of the conceptual analysis is not achieved in any way;</li> </ul>

	<ul style="list-style-type: none"> <li>◆ Organization</li> <li>◆ Language</li> </ul>	<ul style="list-style-type: none"> <li>◆ Effectively sectioned and organized</li> <li>◆ Style and tone are highly appropriate</li> </ul>	<ul style="list-style-type: none"> <li>◆ Quite effectively sectioned and organized</li> <li>◆ Style and tone are appropriate</li> </ul>	<ul style="list-style-type: none"> <li>◆ Adequately sectioned and organized</li> <li>◆ Style and tone are somewhat appropriate</li> </ul>	<ul style="list-style-type: none"> <li>◆ Inadequately sectioned and organized</li> <li>◆ Style and tone are inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>◆ Poorly sectioned and organized</li> <li>◆ Style and tone are completely inappropriate</li> </ul>
2. A complete research proposal draft	<ul style="list-style-type: none"> <li>◆ Topic</li> <li>◆ Content &amp; analysis</li> </ul>	<ul style="list-style-type: none"> <li>◆ Shows full understanding of the topic;</li> <li>◆ Shows full understanding of main concepts and their application;</li> <li>◆ All relevant information is included in discussion and analysis;</li> <li>◆ The purpose of the analysis of concepts is completely achieved;</li> </ul>	<ul style="list-style-type: none"> <li>◆ Shows sufficient understanding of the topic;</li> <li>◆ The main concepts are competently discussed and applied;</li> <li>◆ The information included in discussion and analysis of concepts is sufficient;</li> <li>◆ The purpose of the conceptual analysis is achieved;</li> </ul>	<ul style="list-style-type: none"> <li>◆ Shows partial understanding of the topic</li> <li>◆ The concepts selected for analysis are sufficient, and partially applied;</li> <li>◆ Only partial information is included in discussion and analysis of concepts;</li> <li>◆ Only partial analysis is provided;</li> <li>◆ The purpose of the conceptual analysis is partially achieved;</li> </ul>	<ul style="list-style-type: none"> <li>◆ Shows inadequate understanding of the topic</li> <li>◆ The concepts selected for analysis are sketchy and inadequate;</li> <li>◆ Incomplete information is included in discussion and analysis of concepts;</li> <li>◆ The analysis is not informative or comprehensive;</li> <li>◆ The purpose of the conceptual analysis is not adequately achieved;</li> </ul>	<ul style="list-style-type: none"> <li>◆ Shows inaccurate understanding of the topic</li> <li>◆ The concepts selected for analysis are highly inadequate;</li> <li>◆ Very limited or inaccurate information is incorporated in conceptual analysis;</li> <li>◆ The analysis is not at all comprehensible;</li> <li>◆ The purpose of the conceptual analysis is not achieved in any way;</li> </ul>

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### 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.	Johnson, D. (1992). <i>Approaches to research in second language learning</i> . White Plains, New York: Longman.
2.	Marshall, C., & Rossman, G. (1995). The substance of study: Framing the research question. In C. Marshall & G. Rossman, <i>Designing qualitative research</i> (2nd edition, pp. 15-37). Thousand Oaks, CA: Sage.
3.	Towheed, S (2010). Tools and techniques for literary research: using online and printed sources. In Correa, D. and Owens, W.R. (Eds.), <i>The handbook to literary research</i> (pp. 9-36). London, New York: Routledge
4.	Correa, D. and Owens, W.R. (Eds.), <i>The handbook to literary research</i> . London, New York: Routledge.
5.	Garrett-Prettis, W.F. (2013). <i>Writing about Literature: A Guide for the Student Critic</i> . (2 <sup>nd</sup> Edition, Chapter 1).

##### 2.2 Additional Readings

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

1.	Marshall, C., & Rossman, G. (1995). The substance of study: Framing the research question. In C. Marshall & G. Rossman, <i>Designing qualitative research</i> (2nd edition, pp. 15-37). Thousand Oaks, CA: Sage.
2.	Bereiter, C. (1985). Use of thinking aloud in identification and teaching of reading comprehension strategies. <i>Cognition and Instruction</i> , 2(2), pp. 131-156.
3.	Tsui, A (1985). Analysing input and interaction in second language classrooms. <i>RELC Journal</i> , 16(1), pp. 8-32.
4.	Lin, A. (1998). Understanding the medium of instruction in Hong Kong schools: What research approaches do we need? <i>Asia Pacific Journal of Language in Education</i> , 1, pp. 85-97.
5.	Owens, W.R. (2010). Editing literary texts. In Correa, D. and Owens, W.R. (Eds.), <i>The handbook to literary research</i> (pp. 69-86). London, New York: Routledge.
6.	Gutpa, S. (2010). The place of theory in literary disciplines. In Correa, D. and Owens, W.R. (Eds.), <i>The handbook to literary research</i> (pp.109-130). London, New York: Routledge.
7.	Johnson, D. (2010). <i>Literary research and interdisciplinarity</i> . In Correa, D. and Owens, W.R. (Eds.), <i>The handbook to literary research</i> (pp.131-147). London, New York: Routledge.