

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public Policy
with effect from Semester A 2017/ 18**

Part I Course Overview

Course Title:	<u>Applied Research Methods Workshops for Residential</u>
Course Code:	<u>POL5714</u>
Course Duration:	<u>One semester</u>
Credit Units:	<u>1</u>
Level:	<u>P5</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>Nil</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>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>POL6702 MACS Dissertation</u>

Part II Course Details

1. Abstract

With an emphasis on theoretical strengthening and research capacity development, this course aims to practice the research methods, enhance their proposals and prepare them for the coming residential during the summer. Students will be required to finalize team-members, improve the literature review part of their proposals, finish preliminary research and design interview questions for targeted interviewees. Particular emphasis will be placed on the critical evaluation of both published research and raw data as presented in a variety of formats. Students will be able to integrate the theories with the research methods in the proposals.

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.	Explore the meaning of research, identifying its purpose, key methodological positions and potential contribution to knowledge.	10%	√	√	√
2.	Improve the literature review of the proposals in order to generate appropriate and innovative primary research questions	20%	√	√	√
3.	Interpret raw and published statistical data, charts and graphs whilst identifying and challenging the underpinning assumptions involved	20%	√	√	√
4.	Select the appropriate qualitative and quantitative document analysis in order to interpret documented material	20%	√	√	√
5.	Find targeted interviewees and conduct background research of them	20%	√	√	√
6.	Finalize division of tasks among team members	10%	√		√
		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 in total
		1	2	3	4	5	6	
ALL	Workshops - presentation of theories, concepts and ideas based on academic literature.	√	√	√	√	√	√	2 hour
ALL	Individual and group-based work sheets – part summative, part formative the work sheets have been created to reinforce and expand learning gained through the lecture content of workshops. Students will be required to demonstrate their mastery of a variety of research methods and accomplish set tasks creatively	√		√	√	√	√	6 hours
ALL	Independent reading - Readings located by students themselves. The focus of the reading is to support both the theoretical questions and methodological designs.	√	√	√	√			5 hours

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	6		
Continuous Assessment: 100%								
Short paper containing detailed methodological approaches and generation of interview questions and/or questionnaires	√	√	√	√	√	√	30%	
Short paper with improved literature review	√	√				√	30%	
Short paper with detailed context research and statistical data analysis	√	√	√	√	√	√	30%	
Presentation of the progress report	√	√	√	√	√	√	10%	
							100%	

5. Assessment Rubrics

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

Assessment Task	Criterion	Pass (P)	Fail (F)
1. Progress report	<p>Prepare methodological approaches.</p> <p>Completeness and insightfulness of the literature review.</p> <p>Provide solid background research of the project topic.</p> <p>Get ready for the fieldtrip.</p> <p>Demonstrate teamwork ability.</p>	<p>Recognize, explain and compare different methodological approaches drawn from social sciences.</p> <p>Relate literature review to cutting-edge topic to creation of primary research inventory.</p> <p>Demonstrate ability to interpret a broad range of graphs, charts and statistical data.</p> <p>Finish listing targeted interviewees, researching their background and preparing interview questions.</p> <p>Finish preliminary document analysis.</p>	<p>Unclear methodological approaches.</p> <p>Fragmented or incoherent literature review.</p> <p>Non-designated interview lists and questions.</p>
2. Presentation	<p>Presentations skill,</p> <p>Teamwork,</p> <p>Q&A</p>	<p>Clearly presenting the progress report in English.</p> <p>Showing clear division of tasks within the team.</p> <p>Being able to answer questions from the instructor and fellow students.</p>	<p>Poor presentation skill.</p> <p>Unclear division of tasks within the team.</p> <p>Unable to answer questions from the instructors and fellow classmates.</p>

1. Keyword Syllabus

Theory and philosophy of research; quantitative and qualitative research methods; conducting literature review; generating primary research questions; questionnaire design and measurement; data analysis; interpreting graphs and charts, qualitative and quantitative document analysis, interview techniques; focus groups; case study; participant and non-participant observations; research ethics

2. Reading List

2.1 Compulsory Readings

1. Robert Burgess (1984), *In the Field: An Introduction to Field Research* (London/New York: Routledge).
2. Maria Heimer and Stig Thogersen (2006), *Doing Fieldwork in China* (Hawaii: Hawaii University Press).
3. Barbara Geddes (2003). *Paradigms and Sand Castle: Theory Building and Research Design in Comparative Politics* (Ann Arbor: University of Michigan Press).
4. Herbert Rubin and Irene Rubin (1995), *Qualitative Interviewing: The Art of Hearing Data* (Thousand Oaks/London: Sage Publications).
5. Charles Briggs (1994), *Learning How to Ask* (Cambridge: Cambridge University Press)
6. Jan Blommaert (2010), *Ethnographic Fieldwork: A Beginner's Guide* (London: Multilingual Matters).
7. Belbin, R.M. (2000) *Beyond the Team*. Oxford: Butterworth-Heinemann.
8. Carraciolo, A. (1999). *Smart Things to Know About Teams*. Oxford: Capstone.
9. Manz, C. C. & Sims, H. P. Jr. (1993). *Business without bosses: How self-managing teams are building high performance companies*. New York: Wiley
10. O'Rourke, James S., *Management communication: a case-analysis approach*.
11. Upper Saddle River, N.J. : Prentice Hall, c2001
12. Rafe, S.C., (1991). *Mastering the News Media Interview: How to Succeed at Television, Radio, and Print Interviews*. HarperBusiness
13. Stewart, Sally, A.(2004) *Media training 101 : a guide to meeting the press*. Hoboken, N.J. : Wiley.

2.2 Additional Readings

Additional readings will be assigned depending on the research topic of each group.