City University of Hong Kong
Course Syllabus

offered by Department of Public Policy
with effect from Semester A 2018/19

Part I   Course Overview

Course Title:	MAPPM Capstone Project
Course Code:	POL6604
Course Duration:	Two Semesters (Semester A and B for part-time students; Semester B and Summer for full-time students)
Credit Units:	4
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	None
Equivalent Courses: *(Course Code and Title)*	None
Exclusive Courses: *(Course Code and Title)*	None

Part II   Course Details

1.   Abstract

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 *public management* and *policy*. Students will work in groups of 3-5 students to work on a topic of their choice (the exact number of students per group will be decided by the course leader upon knowing the actual enrolment for this course).

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.	Identify issues in public management and policy that are inadequately understood or being poorly handled		√		
2.	Critically analyse and evaluate the knowledge gap relating to the public management and policy 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 public management and policy		√	√	
5.	Communicate effectively the new knowledge related to the identified public management and policy issues				√
6.	Work effectively in a team		√	√	
		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. 1	2	3	4	5	**6**	Hours/week (if applicable)
Readings and meetings	Private reading of individual students and meetings of the project group	√	√	√	√		√	Up to 6 hours per week
Meetings with supervisor	Regular meetings between the project group and the supervisor	√	√	√	√	√		2 hours per week
Interim report	Interim report of the project group			√				End of the first semester/summer term
Presentation	Presentation of research proposal		√			√		End of the first semester/summer term
Final Report	Final report, which contains literature review, data, methods, and findings.		√		√		√	End of the course

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%								
Project proposal and presentation	√	√	√		√		10%	
Final report (10,000-12,000 words)	√	√		√	√		70%	
Peer review						√	20%	Also used to identify free riders
Reflective Journal (500-800 Words)				√	√	√		
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)
Project proposal and presentation	Quality of the proposal and presentation	Knowledge and skills required to undertake an original discovery research project is excellently demonstrated and applied.	Knowledge and skills required to undertake an original discovery research project is well demonstrated and applied.	Knowledge and skills required to undertake an original discovery research project is rudimentarily demonstrated and applied.	Knowledge and skills required to undertake an original discovery research project is limited.	Unable to demonstrate and apply knowledge and skills required to undertake an original discovery research project.
Final report	Content of the final report	Very high quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings.	Good quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings.	Fair quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings	Superficial critical thinking and limited effort in the review of literature, analysis and evaluation and poor written communication, and limited creative findings.	No critical thinking and little effort in the review of literature, analysis and evaluation and very poor written communication, and very limited creative findings.
Peer Review	Evaluation by peers	Outstanding evaluation results	Good evaluation results	Fair evaluation results	Marginal evaluation results	Poor evaluation results
Reflective Journal	Quality of the journal	Demonstrate ability to integrate theory and practice.	Some Indication ability to integrate theory and practice.	Limited ability to integrate theory and practice.	Minimal ability to integrate theory and practice.	No demonstration of the ability to integrate theory and practice.

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.)

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.

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. King, G., Keohane, R. O., & Verba, S. (1994). *Designing social inquiry: Scientific inference in qualitative research*. Princeton university press.
   2. Van Thiel, S. (2014). *Research methods in public administration and public management: An introduction*. Abingdon, Oxon: Routledge.
   3. Gray, David E. (2009). *Doing research in the real world*, 2nd edition, Los Angeles ; London: SAGE.
   4. Nigel Gilbert (2009). *Researching Social Life*, Third Edition, London: Sage.
   5. Ridley, Diana (2012). *The literature review : a step-by-step guide for students*, London : SAGE.
   6. Verhoeven, Pieternella Susanna (2011) *Doing research : the hows and whys of applied research*, 3rd ed., The Hague : Eleven International Publishing ; Chicago, IL, USA

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

Nil