

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public Policy  
with effect from Semester Summer 2019**

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**Part I Course Overview**

<b>Course Title:</b>	<u>Research Methods for Housing Studies</u>
<b>Course Code:</b>	<u>POL6803</u>
<b>Course Duration:</b>	<u>One semester</u>
<b>Credit Units:</b>	<u>2</u>
<b>Level:</b>	<u>P6</u>
<b>Medium of Instruction:</b>	<u>English</u>
<b>Medium of Assessment:</b>	<u>English</u>
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Precursors:</b> <i>(Course Code and Title)</i>	<u>Nil</u>
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	<u>POL5505 Research Methods for Urban Managers</u>
<b>Exclusive Courses:</b> <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	On basic knowledge and skills on research methods – theories, data collection, data analysis, data presentation and critique	x	x	x	x	x	16 hours in total
Workshops	Presentation sessions, hand-on exercise sessions and consultations			x	x	x	10 hours in total
Research proposal	Preparing a research proposal in group meetings outside scheduled classes			x	x	x	Estimated 10 hours in total of private study

#### 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> %							
Commentary	x	x	x		x	25%	Write a commentary on and give suggestions on the research design and methodology of a research.
Activities and Assignments		x		x	x	45%	Practicing quantitative and qualitative research methods learnt in lectures: questionnaire design, interview schedule design, data processing and analysis.
Final research proposal			x	x	x	30%	
No Written Examination						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)
Commentary	Be able to comment on and give suggestions on research design and methodology of a research.	Give excellent comments and very sound suggestions on the research design and methodology of the research.	Give good comments and generally sound suggestions on the research design and methodology of the research.	Give fair comments and fair suggestions on the research design and methodology of the research.	Give marginally acceptable comments and suggestions on the research design and methodology of the research.	Give poor comments and suggestions on the research design and methodology of the research.
Activities and Assignments	Understand how to use survey and interview research methods. What kind of questions is suitable for the methods? Understand the advantages and disadvantages of each method. Able to analyse and interpret data.	Excellent design of questionnaire/interview questions. Very well incorporation of knowledge learnt in class. Good reflections on each method after the practice. Excellent analysis and interpretation of data.	Good design of questionnaire/interview questions. Good incorporation of knowledge learnt in class. Good reflections on each method after the practice. Good analysis and interpretation of data.	Started to design of questionnaire/interview questions. Some incorporation of knowledge learnt in class. Fair reflections on each method after the practice. Fair analysis and interpretation of data.	Obvious limitations in design of questionnaire/interview questions. Limited incorporation of knowledge learnt in class. Limited reflections on each method after the practice. Marginally acceptable analysis and interpretation of data.	Poor design of questionnaire/interview questions. Poorly incorporation of knowledge learnt in class. Poor reflections on each method after the practice. Poor analysis and interpretation of data.
Final research proposal	Research design with effective methodologies for research	Excellent grasp of knowledge of both the quantitative and qualitative methods for data collection and	Good grasp of knowledge of both the quantitative and qualitative methods for data collection and	Some grasp of knowledge of both the quantitative and qualitative methods for data collection and	Obviously limited knowledge of both the quantitative and qualitative methods for data collection and	Poor knowledge of both the quantitative and qualitative methods for data collection and analysis.

	questions, integrating qualitative and quantitative methods.	analysis. Very well demonstrated capacity in developing a scientific and feasible research proposal. Very clear and effective communication of the research proposal to a broader audience.	analysis. Well demonstrated capacity in developing a scientific and feasible research proposal. Good communication of the research proposal to a broader audience.	analysis. Demonstrated some capacity in developing a scientific and feasible research proposal. Fair communication of the research proposal to a broader audience.	analysis. Limited demonstrated capacity in developing a scientific and feasible research proposal. Limited communication of the research proposal to a broader audience.	Little demonstrated capacity in developing a scientific and feasible research proposal. Little communication of the research proposal to a broader audience.
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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.)*

The logic of social inquiry, paradigm and theory, Research design, Measurement, Conceptualisation and operationalisation, Sampling, Social survey, Quantitative data analysis, Qualitative research design, In-depth interviewing, Case study, Ethics 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* (11<sup>th</sup> edition), Wadsworth: Thomson Learning (available in the book store and semi-close reserve of the library) [8<sup>th</sup> (1998) and 9<sup>th</sup> editions (2001) and 10<sup>th</sup> (2003) can also be used].
2. Bryman, A. (2004) *Social Research Methods* (2<sup>nd</sup> 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.)*