

**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: MAHS Capstone Project

Course Code: POL6804

Course Duration: Two semesters for part-time students (2 credits in Semester A + 2 credits in Semester B); Three semesters for full-time students (1 credit in Semester A + 2 credits in Semester B + 1 credit in Summer Term)

Credit Units: 4

Level: P6

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) Nil

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course aims to enable students to undertake an original piece of group research in housing studies, to integrate problems identified in the housing field with different theoretical perspectives in housing studies in a creative and innovative way, and to apply theories and research techniques to a chosen subject matter.

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.	Discover new knowledge by identifying and formulating a research project on a housing related topic at master degree level;	N.A.	√	√	√
2.	Work and communicate effectively and creatively with others;				
3.	Critically analyze a specific topic in housing studies;		√	√	
4.	Seek and apply quantitative and qualitative data and materials relevant to the project objectives; and		√	√	
5.	Identify and critically analyse, synthesize and evaluate knowledge and theories relating to housing studies.		√	√	
		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	
Supervised group capstone project	<p>Students will identify and develop a housing related research topic to be undertaken with a small group of fellow students. The principal function of the supervision is to keep the capstone project work focused, relevant and productive. The development of the capstone project includes the following stages:</p> <ul style="list-style-type: none"> • approval of a project topic; • approval of a project outline/interim report (by supervisor); • approval of the draft project report (by supervisor); and • submission of the completed project. <p>Each group of students is required to submit a research report for their capstone project before the examination week of Semester B for part-time students and before the examination week of the Summer term for full-time students. The length of the main text of the research report shall be in the range of 15,000-20,000 words. The main text may be supplemented by footnotes and appendices.</p>	√	√	√	√	√	
Peer assessments	Each student must complete a peer review of his or her group members twice in the whole course.	√	√	√	√	√	
Reflective essay	Each student must complete a reflective essay on participation in the group research project.	√	√	√	√	√	

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%							
<u>Group research report</u> Each group must submit a research report with 15,000-20,000 words for the capstone project. The report will be marked by the project supervisor and by a second assessor. Where the marks awarded by the two assessors differ widely, a third examiner will be appointed.	√	√	√	√	√	70%	
<u>Reflective essay</u> Each student must complete a Reflective Essay which reflects upon the experience of conducting the project and lessons learnt from the course.	√	√	√	√	√	15%	
<u>Peer assessments</u> Each student must submit a peer assessment of each of his or her group members twice during the course.	√	√	√	√	√	15%	
Examination: Nil.							
						100%	

Note:

If a course has both coursework and examination components, students are required to pass BOTH the coursework assessment AND the examination before they can be awarded an overall passing grade of the course.

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)
Group research project	Ability to demonstrate knowledge and skills required to undertake an original discovery research project; quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings; ability to integrate theory and practice	Excellent	Good	Satisfactory	Fair	Not even reaching the marginal level
Reflective essay	Ability to consider and evaluate one's own research experience in a critically reflective manner	Excellent	Good	Satisfactory	Fair	Not even reaching the marginal level
Peer assessments	Ability to make valid contribution to the group research project	Excellent	Good	Satisfactory	Fair	Not even reaching the marginal level

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.)

Supervised group project; literature review; problem identification; qualitative and quantitative research methods; research and writing.

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.	Roberts, C.M. (2004) <i>The Dissertation Journey: A Practical and Comprehensive Guide to Planning, Writing, and Defending your Dissertation</i> . Thousand Oaks: Corwin Press.
2.	Cooley, L. & Lewkowicz, J. (2003) <i>Dissertation Writing in Practice: Turning Ideas into Text</i> . Hong Kong: Hong Kong University Press.
3.	Graziano, A.M. & Raulin, M.L. (2014) <i>Research Methods: A Process of Inquiry (8th Edition)</i> . Harlow: Pearson Education.
4.	Jackson, S.L. (2012) <i>Research Methods and Statistics: A Critical Thinking Approach (4th Edition)</i> . Melbourne: Wadsworth Cengage Learning.
5.	Watson, G. (1987) <i>Writing a Thesis: A Guide to Long Essays and Dissertations</i> . London: Longman.
6.	Giltrow, J. (2002) <i>Academic Writing: Writing and Reading in the Disciplines (3rd Edition)</i> . Peterborough: Broadview Press.
7.	Slade, C. (2003) <i>Form and Style: Research Papers, Reports, Theses (12th Edition)</i> . Boston: Houghton Mifflin.
8.	Riedling, A.M. (2002) <i>Learning to Learn: A Guide to Information Literacy</i> . New York: Neal-Schuman.
9.	Preece, R.A. (1994) <i>Starting Research: An Introduction to Academic Research and Dissertation Writing</i> . London: Pinter.
10.	Meloy, J.M. (2001) <i>Writing the Qualitative Dissertation: Understanding by Doing (2nd Edition)</i> . Mahwah: L. Erlbaum Associates.
11.	Garson, G.D. (2002) <i>Guide to Writing Empirical Papers, Theses, and Dissertations</i> . New York: Marcel Dekker.

2.2 Additional Readings

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

1.	Johnson, G. (2007) <i>Research Methods for Public Administrators</i> . Westport, CT: Quorum Books.
2.	The University of Hong Kong (n.d.) <i>What is Plagiarism?</i> Available at website http://www.rss.hku.hk/plagiarism/ (accessed on 16 July 2017).
3.	City University of Hong Kong (n.d.) <i>Academic Honesty: Fundamental Principles for Knowledge Discovery and Innovation</i> . Available at website http://www6.cityu.edu.hk/ah/ (accessed on 16 July 2017).

POL6804 MAHS Capstone Project Report Sheet

A copy of this sheet will be given to the student. Please do NOT give any marks on this sheet.

Name

Student No.

Title of Capstone Project

* First / Second / Third Marker

(* Please delete as appropriate)

Please tick the appropriate boxes.

Competence Level

Criteria for Assessment	Very high				Very low
Topic and Thesis Definition	<i>Clearly & effectively defines a significant and substantial dissertation topic and argument demanding a complex level of professional problem-solving</i>	<i>Defines a significant and substantial dissertation topic and argument demanding a complex level of professional problem-solving</i>	<i>Partially defines a significant and substantial dissertation topic and argument demanding a complex level of professional problem-solving</i>	<i>Does not define a significant and substantial dissertation topic and argument demanding a complex level of professional problem-solving</i>	
Conceptual or Theoretical Framework for Analysis	<i>A very sound conceptual or theoretical framework for analysis; excellent application and integration of such framework with empirical analysis</i>	<i>A sound conceptual or theoretical framework for analysis; good application and integration of such framework with empirical analysis</i>	<i>A reasonably sound conceptual or theoretical framework for analysis; satisfactory application and integration of such framework with empirical analysis</i>	<i>Do not have a sound conceptual or theoretical framework for analysis or; unsatisfactory application and integration of such framework with empirical analysis</i>	
Structure and	<i>Provides a thorough</i>	<i>Provides a rationale for selection of methodology, including</i>	<i>Partially provides a rationale for selection of methodology,</i>	<i>Does not provide a</i>	

Methodology	rationale for selection of methodology , including identification of limitations of chosen methodology ; <i>consistently follows</i> chosen methodology throughout the dissertation	identification of limitations of chosen methodology; <i>generally follows</i> chosen methodology throughout the dissertation	including identification of limitations of chosen methodology; <i>basically follows</i> chosen methodology throughout the dissertation	thorough rationale for selection of methodology , including identification of limitations of chosen methodology ; <i>does not follow</i> chosen methodology throughout the dissertation

Competence Level



Breadth and Depth of Research	Integrates relevant and adequate research and original source documents that support the argument	Integrates <i>some</i> relevant and adequate research and original source documents that support the argument	Integrates <i>minimal</i> relevant and adequate research and original source documents that support the argument	<i>Does not</i> integrate relevant and adequate research and original source documents that support the argument
Integration of learning	<i>Consistently</i> integrates and draws upon professional experience, practice, course-based knowledge, and research in the field to support one’s position or perspective	<i>Overall</i> integrates and draws upon professional experience or practice, course-based knowledge, and research in the field to support one’s position or perspective	<i>Occasionally</i> demonstrates ability to integrate and draw upon professional experience or practice, course-based knowledge, and research in the field to support one’s position or perspective	<i>Rarely</i> demonstrates ability to integrate and draw upon professional experience or practice, course-based knowledge, and research in the field to support one’s position or perspective
Analysis	Presents original analysis that is <i>clearly</i> argued throughout, including analysis of relevant literature, data collected, and illustrations used to support or develop the argument	<i>Overall</i> presents original analysis that is argued throughout, including analysis of relevant literature, data collected, and illustrations used to support or develop the argument	Presents <i>minimal</i> original analysis, including minimal analysis of relevant literature, data collected, or illustrations used to support or develop the argument	Presents <i>no</i> original analysis, including minimal analysis of relevant literature, data collected, or illustrations used to support or develop the argument

Conclusions	Offers well-argued conclusions supported by <i>vigorous</i> analysis and incorporation of evidence	Reflects well-argued conclusions supported by analysis and incorporation of evidence	Conclusions only <i>partially supported</i> by analysis and incorporation of evidence	Conclusions are <i>not supported</i> by analysis and incorporation of evidence

Competence Level



Recommendations	Makes <i>strong</i> links between findings and the wider literature and debate to ground viable recommendations	Makes links between findings and the wider literature and debate to ground viable recommendations	Makes <i>some attempt</i> to link findings and the wider literature and debate to ground recommendations	Makes <i>little or no attempt</i> to link findings and the wider literature and debate to ground recommendations
Conventions of English	Few, if any, minor errors in sentence construction, usage, grammar, or mechanics	There may be a few minor or major errors in sentence construction, usage, grammar, or mechanics	There are some common errors (major and minor) in sentence construction and mechanics but the writer generally demonstrates a correct sense of syntax	There are numerous minor errors and some major errors. Sentence construction is below mastery and may display a pattern of errors in usage and mechanics
Integration of Appropriate Sources	Integrates <i>a variety</i> of relevant sources, data, and fieldwork findings	Integrates <i>some variety</i> of relevant sources, data, fieldwork	Integrates <i>minimal variety</i> of relevant sources, data, fieldwork	<i>Does not</i> integrate a variety of relevant sources, data, or fieldwork
Overall comments:				

Signature : _____ 

Date: 27/8/2018