

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public and International Affairs
with effect from Semester B 2023/24**

Part I Course Overview

Course Title:	<u>MAHUM Capstone Project</u>
Course Code:	<u>PIA6804</u>
Course Duration:	<u>Two semesters for part-time students (2 credits in Semester A + 2 credits in Semester B); Three semesters for Sept. entry full-time students (1 credit in Semester A + 2 credits in Semester B + 1 credit in Summer Term); Three semesters for Jan. entry full-time students (1 credit in Semester B + 1 credit in Summer Term + 2 credits in Semester A)</u>
Credit Units:	<u>4</u>
Level:	<u>P6</u>
Medium of Instruction:	<u>English</u>
Medium of Assessment:	<u>English</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>POL6804 MAHUM Capstone Project</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

This course aims to enable students to undertake an original piece of group research in housing and urban management, to integrate problems identified in the housing and urban field with different theoretical perspectives in housing and urban management 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 and/or urban 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 and urban management;		√	√	
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 and urban management, applying theories and concepts to evaluate real-life cases.		√	√	
		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 or urban 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 Sept. entry full-time students (Semester A for Jan. entry 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 peer review of his or her group members.	√	√	√	√	√	
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%						P/T#	F/T#	
<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%	65%	
<u>Project proposal Presentation</u> Each group makes a presentation on the research proposal	√	√	√	√	√	0%	5%	
<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%	15%	
<u>Peer assessments</u> Each student must submit peer assessment of each of his or her group members.	√	√	√	√	√	15%	15%	
Examination: Nil.								
						100%		

The F/T students are mainly urban management students, while the P/T students are mainly housing students.

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.)

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	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	Not even reaching the marginal level
Project Proposal Presentation (For F/T students only)	Ability to make a sound research proposal, in clear verbal communication	Excellent	Good	Satisfactory	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	Not even reaching the marginal level
Peer assessments	Ability to make valid contribution to the group research project	Excellent	Good	Satisfactory	Not even reaching the marginal level

Applicable to students admitted before Semester A 2022/23

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

Project Proposal Presentation (For F/T students only)	Ability to make a sound research proposal, in clear verbal communication	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).