

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester B 2024 / 25**

Part I Course Overview

Course Title:	<u>Capstone Project</u>
Course Code:	<u>EN6943</u>
Course Duration:	<u>The normal duration is 1 semester (Semester B).</u>
Credit Units:	<u>6</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>EN6471 Research Methods in English Studies¹ or EN6508 Critical Approaches to Literature²³</u>
Precursors: <i>(Course Code and Title)</i>	<u>Nil</u>
Equivalent Courses: <i>(Course Code and Title)</i>	<u></u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>EN6941 Dissertation</u>

¹ For students planning to study a TESL/Applied Linguistics topic.

² For students planning to pursue a topic related to literary and cultural studies.

³ Students need to have gained at least 12 credit units in the programme before being allowed to enrol in the course.

Part II Course Details

1. Abstract

This course aims to develop students' expertise to carry out a capstone project involving the research base in a chosen area of English studies through the application of concepts, theories, research approaches and methods acquired in the programme.

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.)

By the end of the course, students are expected to complete a capstone research project. In the process, they are expected to develop the following competences and demonstrate them as outcomes of learning.

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Search, select and critically evaluate literature and other materials in order to develop a sound understanding of the topic under investigation, relevant research approaches and methods applicable to a capstone project;	20%	✓	✓	✓
2.	Design, conduct and manage the project rigorously by applying knowledge gained in CILO 1 and observing the University's research ethic guidelines;	25%	✓	✓	✓
3.	Discuss different aspects of the project in a logical, precise, and coherent manner;	30%	✓	✓	✓
4.	Reflect critically on and communicate the experience gained through the project	25%	✓		✓
		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 real-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. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Seminars and workshops	Students will attend seminars / workshops in order to gain knowledge about particular topics and skills required to complete the project.	✓	✓	✓	✓			
Research	Students will acquire specialist knowledge on a focused area of inquiry by conducting research on their chosen topic.	✓			✓			
Project definition	Students will define the scope of, formulate, and execute a project related to their area of inquiry.		✓		✓			
Writing	Students will describe their research projects through different forms of formal academic writing.		✓	✓	✓			
Consultation	Students will consult and discuss their projects with a supervisor.	✓	✓	✓	✓			

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			
Continuous Assessment: 100%							
Project Overview Student prepare an overview that defines a) the aims of the project, b) the expected output and c) an action plan to achieve the output.	✓	✓	✓	✓		10%	Group Assessed
Critical Survey Students conduct a comprehensive review of relevant academic sources.	✓	✓	✓	✓		40%	Individually Assessed
Project output Students create a collaborative project that synthesizes and contextualizes an area of research relevant to English studies.	✓	✓	✓	✓		40%	Group Assessed
Peer commentary Students write a brief commentary on a selection of their peers' outputs.	✓		✓	✓		10%	Individually Assessed
Examination: 0%						100%	

5. Assessment Rubrics

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

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Project Overview	Research Approach	Addresses specific issues or problems that are relevant to the area of study. Well supported. Compelling and original approach that demonstrates an understanding of relevant research.	Addresses issues or problems that are relevant to the area of study although not always well supported or detailed. Well defined approach that demonstrates an understanding of relevant research.	Identifies some issues or problems but not always well supported or relevant. The approach needs to be more clearly defined in relation to the field of study.	The overview provides a limited or vague definition of issues or problems. The approach is not well defined in relation to the field of study.	The overview does not adequately describe relevant issues or problems. The approach is not described or remains unclear.
	Organization and Focus	The overview has a sharp focus and appropriate organizational plan. Ideas are logically developed in sufficient detail	The overview has a clear focus and appropriate organizational plan, with weaknesses or lack of cohesion in some parts.	The overview has a recognizable proposal structure, but the overall organization plan and/or its implementation lacks cohesion or clear focus.	The overview is lacking in terms of appropriate structure and focus. The aims and expected outcomes are not well defined. The methodology and the plan of action lacks clarity.	Lacks a recognizable and appropriate structure. Unclear focus. The aims and expected outcomes are very poorly described.
	Language	Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.	Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.	Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited negative effect on comprehension.	Lexicogrammar is often inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.	Lexicogrammar is mostly inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.
2. Critical Survey	Research Engagement	Engages with specific issues or problems and is well supported through appropriate referencing and citation. Demonstrates a deep understanding of relevant research.	Engages with issues or problems and is generally well supported through appropriate referencing and citation. Demonstrates a good understanding of relevant	Engages with issues or problems and is supported through appropriate referencing and citation. Demonstrates an adequate	Does not sufficiently engage with issues or problems and/or is lacking in terms of appropriate referencing and citation. Demonstrates a very	Does not engage with issues or problems in a meaningful way and may also be lacking in terms of appropriate referencing and citation. Demonstrates

			research.	understanding of relevant research.	limited understanding of relevant research.	a poor understanding of relevant research.
	Organization and Focus	The survey has a sharp focus and appropriate organizational structure. Ideas are logically developed in sufficient detail.	The survey has a clear focus and appropriate organizational structure, with weaknesses or lack of cohesion in some parts.	The survey has a recognizable structure, but the overall organization structure lacks cohesion or clear focus.	The survey is lacking in terms of appropriate structure and focus. The focus is not well defined.	Lacks a recognizable and appropriate structure. Unclear focus. The aims and expected outcomes are very poorly described.
	Language	Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.	Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.	Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension.	Lexicogrammar is often inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.	Lexicogrammar is mostly inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.
3. Project Output	Design	<ul style="list-style-type: none"> • Organization of the output is effective, compelling, and well considered • Components are well-connected and integrated • The design enhances the central ideas of the topic • Effective and creative use of multimodal elements as appropriate to the topic 	<ul style="list-style-type: none"> • Organization of the output is functional and effective • Components are generally well-connected and integrated • The design is generally effective in terms of conveying meaning and relevant ideas • Good use of multimodal elements as appropriate to the topic 	<ul style="list-style-type: none"> • Organization of the output is effective, with some inconsistency. • Components are adequately connected and integrated • The design is generally effective in terms of conveying meaning and relevant ideas with some inconsistency. • Adequate use of multimodal elements as appropriate to the topic 	<ul style="list-style-type: none"> • There is only a minimal effort to design the output into a coherent and attractive form. • Most ideas are not clearly presented in relation to the project organization. • Minimal effort to engage readers through multimodal elements. 	<ul style="list-style-type: none"> • Poorly organized and little effort to design the output into a coherent and attractive form. • Ideas are not clearly presented in relation to the project organization. • Insufficient or inappropriate use of multimodal elements
	Research Engagement	Demonstrates deep engagement with research and/or primary texts as appropriate to the project. Original, compelling connections to social, professional, or cultural contexts.	Demonstrates a good engagement with scholarship and/or primary texts as appropriate to the project. Good connections to social, professional, or	Displays a fair engagement with scholarship and/or primary texts as appropriate to the project. Adequate connections to social, professional,	Displays a limited engagement with scholarship and/or primary texts as appropriate to the project. Limited effort to make connections to	Displays a very superficial or incorrect understanding of scholarship and/or primary texts as appropriate to the project. Insufficient

			cultural contexts.	or cultural contexts.	social, professional, or cultural contexts.	effort to make connections to social, professional, or cultural contexts.
	Language	Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.	Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.	Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension.	Lexicogrammar is often inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.	Lexicogrammar is mostly inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.
4. Peer commentary	Engagement with Peer's outputs	Engages with specific issues or problems and is well supported through appropriate referencing and citation. Demonstrates a deep understanding of their peers output.	Engages with issues or problems and is generally well supported through appropriate referencing and citation. Demonstrates a good understanding of their peers output.	Engages with issues or problems and is supported through appropriate referencing and citation. Demonstrates an adequate understanding of their peers output.	Does not sufficiently engage with issues or problems and/or is lacking in terms of appropriate referencing and citation. Demonstrates a very limited understanding of their peers output.	Does not engage with issues or problems in a meaningful way and may also be lacking in terms of appropriate referencing and citation. Demonstrates a poor understanding of their peers output.
	Organization and Focus	The commentary has a sharp focus and appropriate organizational structure. Ideas are logically developed in sufficient detail.	The commentary has a clear focus and appropriate organizational structure, with weaknesses or lack of cohesion in some parts.	The commentary has a recognizable structure, but the overall organization structure lacks cohesion or clear focus.	The commentary is lacking in terms of appropriate structure and focus. The focus is not well defined.	Lacks a recognizable and appropriate structure. Unclear focus. The aims and expected outcomes are very poorly described.
	Language	Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.	Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.	Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension.	Lexicogrammar is often inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.	Lexicogrammar is mostly inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.

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, capstone project

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. Costello, P. J. M. (2011). *Effective action research: Developing reflective thinking and practice*. New York: Continuum International Pub.
2. Pope, Rob. (1995). *Textual Intervention: Critical and Creative Strategies for Literary Studies*. Routledge.
3. Ridley, D. (2012). *The literature review: A step-by-step guide for students* (2nd ed.). London: Sage
4. Simon Eliot and W.R. Owens (ed). (1998). *A handbook to literary research*. New York: Routledge, The Open University.
5. Fabb, N. & Durant, A. (2014). *How to write essays and dissertations: A guide for English literature students*. (2nd ed.) New York, NY: Routledge.

2.2 Additional Readings

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

1. Andrews, R. (2003). *Research questions*. New York, NY: Continuum.
2. Bamberg, M., & Andrews, M. (2004). *Considering counter narratives: Narrating, resisting, making sense*. Philadelphia : J. Benjamins.
3. Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, Calif.: Jossey-Bass.
4. Klein, S.R. (ed.) (2012). *Action research methods: Plain and simple*. Basingstoke: Palgrave Macmillan.
5. Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson.
6. Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oaks, Calif.: Sage.
7. Hyland, K., & Paltridge, B. (eds.) (2011). *Continuum companion to discourse analysis*. London: Continuum International Publishing Group.
8. Johnson, R., Chambers, D, Raghuram, P., & Tincknell, E. (2004). *The practice of cultural studies*. Thousand Oaks, Calif: Sage.