

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public and International Affairs
with effect from Semester A 2024/25**

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.	Analyze a specific topic in housing and urban management critically;		√	√	
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 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	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 (by supervisor)---the topic is determined by the capstone group under the guidance of the supervisor; • approval of a project outline/interim report (by supervisor), outlining the research question, research design, methodology etc.; • submission of the draft project report to supervisor---further revisions of the draft may be needed before final submission; and • final 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	P/T [#]	F/T [#]	
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%	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 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)
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 sound interpretation of findings; ability to integrate theory and practice	Demonstrate excellent knowledge and skills to undertake an original research project; excellent quality of critical thinking, very thorough review of literature, excellent written communication; with very sound interpretation of findings, excellent integration of theory and practice	Demonstrate good knowledge and skills to undertake an original research project; good quality of critical thinking, thorough review of literature, good written communication; with sound interpretation of findings, good integration of theory and practice	Demonstrate satisfactory knowledge and skills to undertake an original research project; fair quality of critical thinking, quite thorough review of literature, fair written communication; with quite sound interpretation of findings, fair integration of theory and practice	Demonstrate marginal knowledge and skills to undertake an original research project; marginal quality of critical thinking, marginally thorough review of literature, marginal standard of written communication; marginally sound interpretation of findings, marginal integration of theory and practice	Demonstrate poor knowledge and skills to undertake an original research project; low quality of critical thinking, not thorough review of literature, poor standard of written communication; poor interpretation of findings, poor integration of theory and practice
Project Proposal Presentation (For F/T students only)	Ability to make a sound research proposal, in clear verbal communication	Excellent ability to make a very sound research proposal, in excellently clear verbal	Good ability to make a sound research proposal, in good and clear verbal communication	Satisfactory ability to make a reasonably sound research proposal, in reasonably clear verbal	Fair ability to make a quite sound research proposal, in fairly clear verbal	Poor ability to make a sound research proposal, poor verbal

		communication		communication	communication	communication
Reflective essay	Ability to consider and evaluate one's own research experience in a critically reflective manner	Excellent ability to consider and evaluate one's own research experience in a highly critical reflective manner	Good ability to consider and evaluate one's own research experience in a critically reflective manner	Satisfactory ability to consider and evaluate one's own research experience in a reasonably critical reflective manner	Fair ability to consider and evaluate one's own research experience in a fairly critical reflective manner	Poor ability to consider and evaluate one's own research experience and in a non-critical reflective manner
Peer assessments	Ability to make valid contribution to the group research project	Excellent ability to make valid contribution to the group research project	Good ability to make valid contribution to the group research project	Satisfactory ability to make valid contribution to the group research project	Fair ability to make valid contribution to the group research project	Poor ability to make valid contribution to the group research project

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

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	Demonstrate excellent knowledge and skills to undertake an original research project; excellent quality of critical thinking, very thorough review of literature, excellent written communication; with very sound interpretation of findings, excellent integration of theory and practice	Demonstrate good knowledge and skills to undertake an original research project; good quality of critical thinking, thorough review of literature, good written communication; with sound interpretation of findings, good integration of theory and practice	Demonstrate satisfactory knowledge and skills to undertake an original research project; fair quality of critical thinking, quite thorough review of literature, fair written communication; with quite sound interpretation of findings, fair integration of theory and practice	Demonstrate poor knowledge and skills to undertake an original research project; low quality of critical thinking, not thorough review of literature, poor standard of written communication; poor interpretation of findings, poor integration of theory and practice
Project Proposal Presentation (For F/T students only)	Ability to make a sound research proposal, in clear verbal communication	Excellent ability to make a very sound research proposal, in excellently clear verbal communication	Good ability to make a sound research proposal, in good and clear verbal communication	Satisfactory ability to make a reasonably sound research proposal, in reasonably clear verbal communication	Poor ability to make a sound research proposal, poor verbal communication
Reflective essay	Ability to consider and evaluate one's own research experience in a critically reflective manner	Excellent ability to consider and evaluate one's own research experience in a	Good ability to consider and evaluate one's own research experience in a	Satisfactory ability to consider and evaluate one's own research	Poor ability to consider and evaluate one's own research

		highly critical reflective manner	critically reflective manner	experience in a reasonably critical reflective manner	experience and in a non-critical reflective manner
Peer assessments	Ability to make valid contribution to the group research project	Excellent ability to make valid contribution to the group research project	Good ability to make valid contribution to the group research project	Satisfactory ability to make valid contribution to the group research project	Poor ability to make valid contribution to the group research project

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).