

SS4296: CRIMINOLOGY CAPSTONE RESEARCH PROJECT

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Criminology Capstone Research Project

Subject Code

SS - Social and Behavioural Sciences

Course Number

4296

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

Two Semesters

Credit Units

0-6

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to enable students to consolidate their acquired knowledge in criminology and research methods and apply them to the planning and conducting of a research project in a specific topic of criminology. The course is designed to foster independent thinking and to encourage intellectual debate among students through their investigation of significant issues or problems of concern to criminologists.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3	
1	critically review the research literature related to the topic of study;	10	x	x	
2	integrate relevant literature into the theoretical framework;	10	x	x	x
3	identify valid research questions/variables for study;	10	x	x	x
4	link research methods with the theoretical framework; and	10	x	x	x
5	conduct data collection and analysis and write up a research report.	60	x	x	x

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.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	TLA1: Research Seminar	There will be seminars in each semester to assist students brainstorm research topics and identify relevant research methods for their study. The seminars can allow students to share their research findings with their fellow students.	1, 2, 3, 4

2	TLA2: Group Work	In normal circumstances, two students will form a group to conduct their final year project. Students will be advised to conduct literature review, identify research questions/variables, collect and analyse data and write up the final report together. The project supervisor will guide each group of students throughout the process.	1, 2, 3, 4, 5	
3	TLA3: Supervision Session	There will be individual and group supervision sessions for students to discuss their challenges and resolve their difficulties during the learning process. The supervisor will provide feedback to students' work during these sessions.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1: Participation & Attitude	1, 2, 3, 4	10
2	AT2: Research Project Write Up	1, 2, 3, 4	70
3	AT3: Poster	1, 2, 3, 4, 5	20

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

AT1: Seminar Participation

Criterion

- 1.1. Ability to grasp the core concepts as presented in the seminars
- 1.2. Ability to contribute to class by offering ideas and answers, and asking constructive questions
- 1.3. Ability to provide critical constructive feedback

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

AT2: Research Proposal

Criterion

- 2.1. Ability to perform literature review by providing logical arguments of and proficiency in integrating relevant concepts and previous findings
- 2.2. Ability to communicate research ideas in writing by proposing a detailed plan on research methodology and data analysis

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Assessment Task

AT3: Research Report

Criterion

- 3.1. Ability to critically analyse and synthesise relevant literature
- 3.2. Ability to identify valid research questions/variables or hypotheses for the study
- 3.3. Ability to formulate clear, logical, and detailed plan on research methodology and data analysis
- 3.4. Ability to demonstrate superior execution of research procedures and statistical analyses

Excellent (A+, A, A-)

High

Good (B+, B, B-)

Significant

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not even reaching marginal levels

Part III Other Information

Keyword Syllabus

There is no formal syllabus in terms of contents but the course will consist of:

- group discussion for the determination of research topics and exchange of ideas in literature review;
- use of specific research reference sources;
- research design and data collection;
- data analysis and interpretation; and
- preparation and presentation of the research findings.

Reading List

Compulsory Readings

	Title
1	Bachman, R., & Paternoster, R. (1997). <i>Statistical methods for Criminology and Criminal Justice</i> . NJ: McGraw-Hill.
2	Bouma, G. D., & Atkinson, G. B. J. (1995). <i>A handbook of Social Science research</i> . Oxford: Oxford University Press.
3	Cooper, H. M. (1998). <i>Synthesizing research: A guide for literature reviews</i> . Thousand Oaks, Calif.: Sage.
4	Fowler, F. J. Jr. (1995). <i>Improving survey questions: Design and evaluation</i> . Thousand Oaks, Calif.: Sage.
5	Levin, J., & Fox, J. A. (2004). <i>Elementary statistics in social research: The essentials</i> . NY: Pearson.
6	Maxfield, M. G., & Babbie, E. R. (2008). <i>Research methods for Criminal Justice and Criminology (5th ed.)</i> . United States: Thomson Wadsworth.
7	Miller, D. C., & Salkind, N. J. (2002). <i>Handbook of research design and social measurement: A text and reference book for the Social and Behavioral Sciences</i> . Thousand Oaks, Calif.: Sage.
8	Miller, L. S., & Whitehead, J. T. (1996). <i>Introduction to Criminal Justice research and statistics</i> . Cincinnati, OH: Anderson.
9	Neuman, W. L. (2003). <i>Social research methods: Qualitative and quantitative approaches</i> . Boston: Allyn & Bacon.
10	Oppenheim, A. N. (1992). <i>Questionnaire design, interviewing, and attitude measurement</i> . London: Pinter Publishers.
11	Posavac, E. J., & Carey, R. G. (1997). <i>Program evaluation: Methods and case studies (5th ed.)</i> . NJ: Prentice-Hall.
12	Strauss, A., & Corbin, J. (1990). <i>Basics of qualitative research: Grounded theory procedures and techniques</i> . California: Sage.
13	Wolcott, H. F. (1995). <i>The art of fieldwork</i> . Walnut Creek, Calif.: AltaMira.

Additional Readings

	Title
1	Nil