

Course Syllabus

offered by the Department of English
with effect from Semester A 2019 / 2020

Part I Course Overview

Course Title: Research Methods in English Studies

Course Code: EN6471

Course Duration: 1 semester

Credit Units: 3

Level: P6

Proposed Area:
(for GE courses only)

Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

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

(A 150-word description about the course)

This course will teach students to research, analyze, evaluate, and apply critical approaches and methods in the field of English studies. The main aim is to prepare them to conduct their own independent research study.

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.	make use of library and online resources to conduct literature searches and to review the literature in order to guide the direction and the design of a study	10%			
2.	analyse and evaluate a range of research questions in English Studies	10%			
3.	analyse and evaluate a set of basic concepts, theories and research methods in English Studies	20%			
4.	analyse, evaluate, compare and contrast both the advantages and disadvantages of different research methods, with reference to different kinds of research questions in English Studies	30%			
5.	apply the knowledge and skills gained from CILOs 2-4 to design a research study	30%			
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	
Lectures	Interactive lectures delivered by the instructor and guest speakers	✓	✓	✓	✓	✓	2
Group discussions	Guided small group discussions		✓	✓	✓	✓	1
Analysis tasks	Guided exploratory tasks that involve the use of authentic research texts representing various research methods	✓	✓	✓	✓	✓	1
Reading	Guided out-of-class reading tasks	✓	✓	✓	✓	✓	3

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: <u>100</u> %							
Each student will write a part draft of a research proposal or a part draft of a critical survey of the research literature on a chosen topic.	✓	✓	✓	✓	✓	30%	
Each student will write a complete research proposal or a complete critical survey of the literature on a chosen topic.	✓	✓	✓	✓	✓	70%	
Examination: _____% (duration: _____, if applicable)							
* The weightings should add up to 100%.						100%	

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)
1. Part draft of a research proposal	<ul style="list-style-type: none"> • Topic • Content & analysis • Organization • Language 	<ul style="list-style-type: none"> • Shows full understanding of the topic; • Shows full understanding of main concepts and their application; • All relevant information is included in discussion and analysis; • The purpose of the analysis of concepts is completely achieved; • Effectively sectioned and organized • Style and tone are highly appropriate 	<ul style="list-style-type: none"> • Shows sufficient understanding of the topic; • The main concepts are competently discussed and applied; • The information included in discussion and analysis of concepts is sufficient; • The purpose of the conceptual analysis is achieved; • Quite effectively sectioned and organized • Style and tone are appropriate 	<ul style="list-style-type: none"> • Shows partial understanding of the topic • The concepts selected for analysis are sufficient, and partially applied; • Only partial information is included in discussion and analysis of concepts; • Only partial analysis is provided; • The purpose of the conceptual analysis is partially achieved; • Adequately sectioned and organized • Style and tone are somewhat appropriate 	<ul style="list-style-type: none"> • Shows inadequate understanding of the topic • The concepts selected for analysis are sketchy and inadequate; • Incomplete information is included in discussion and analysis of concepts; • The analysis is not informative or comprehensive; • The purpose of the conceptual analysis is not adequately achieved; • Inadequately sectioned and organized • Style and tone are inappropriate 	<ul style="list-style-type: none"> • Shows inaccurate understanding of the topic • The concepts selected for analysis are highly inadequate; • Very limited or inaccurate information is incorporated in conceptual analysis; • The analysis is not at all comprehensible; • The purpose of the conceptual analysis is not achieved in any way; • Poorly sectioned and organized • Style and tone are completely inappropriate
2. A complete research proposal draft	<ul style="list-style-type: none"> • Topic • Content & analysis 	<ul style="list-style-type: none"> • Shows full understanding of the topic; • Shows full understanding of main concepts and their application; 	<ul style="list-style-type: none"> • Shows sufficient understanding of the topic; • The main concepts are competently discussed and applied; 	<ul style="list-style-type: none"> • Shows partial understanding of the topic • The concepts selected for analysis are sufficient, and partially applied; 	<ul style="list-style-type: none"> • Shows inadequate understanding of the topic • The concepts selected for analysis are sketchy and inadequate; • Incomplete 	<ul style="list-style-type: none"> • Shows inaccurate understanding of the topic • The concepts selected for analysis are highly inadequate; • Very limited or inaccurate

	<ul style="list-style-type: none"> • Organization • Language 	<ul style="list-style-type: none"> • All relevant information is included in discussion and analysis; • The purpose of the analysis of concepts is completely achieved; • Effectively sectioned and organized • Style and tone are highly appropriate 	<ul style="list-style-type: none"> • The information included in discussion and analysis of concepts is sufficient; • The purpose of the conceptual analysis is achieved; • Quite effectively sectioned and organized • Style and tone are appropriate 	<ul style="list-style-type: none"> • Only partial information is included in discussion and analysis of concepts; • Only partial analysis is provided; • The purpose of the conceptual analysis is partially achieved; • Adequately sectioned and organized • Style and tone are somewhat appropriate 	<ul style="list-style-type: none"> • information is included in discussion and analysis of concepts; • The analysis is not informative or comprehensive; • The purpose of the conceptual analysis is not adequately achieved; • Inadequately sectioned and organized • Style and tone are inappropriate 	<ul style="list-style-type: none"> • information is incorporated in conceptual analysis; • The analysis is not at all comprehensible; • The purpose of the conceptual analysis is not achieved in any way; • Poorly sectioned and organized • Style and tone are completely inappropriate
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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.)

Literature Searches, Research Questions, Research Paradigms and Methodologies,

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.	Johnson, D. (1992). <i>Approaches to research in second language learning</i> . White Plains, New York: Longman.
2.	Marshall, C., & Rossman, G. (1995). The substance of study: Framing the research question. In C. Marshall & G. Rossman, <i>Designing qualitative research</i> (2nd edition, pp. 15-37). Thousand Oaks, CA: Sage.
3.	Towheed, S (2010). Tools and techniques for literary research: using online and printed sources. In Correa, D. and Owens, W.R. (Eds.), <i>The handbook to literary research</i> (pp. 9-36). London, New York: Routledge
4.	Correa, D. and Owens, W.R. (Eds.), <i>The handbook to literary research</i> . London, New York: Routledge.
5.	Garrett-Pretts, W.F. (2013). <i>Writing about Literature: A Guide for the Student Critic</i> . (2 nd Edition, Chapter 1).
6.	Eagleton, T. (2011). "Introduction: What is Literature?" in <i>Literary Theory: An Introduction</i> . John Wiley & Sons, 2011.
7.	Castle, Gregory. "The Rise of Literary Theory" in <i>The Blackwell Guide to Literary Theory</i> . Blackwell Publishers, 2007.
8.	Michael A. Elliott and Claudia Stokes. "Introduction: What Is Method and Why Does It Matter?" in <i>American Literary Studies : a Methodological Reader</i> . New York University Press, 2003.
9.	Yood, Jessica. "Writing the Discipline: A Generic History of English Studies." <i>College English</i> , vol. 65, no. 5, 2003, pp. 526–540. JSTOR, JSTOR, www.jstor.org/stable/3594251 .
10.	Olsen, Stein Haugom. "Progress in Literary Studies." <i>New Literary History</i> , vol. 36, no. 3, 2005, pp. 341–358. JSTOR, JSTOR, www.jstor.org/stable/20057900 .

2.2 Additional Readings

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

1.	Marshall, C., & Rossman, G. (1995). The substance of study: Framing the research question. In C. Marshall & G. Rossman, <i>Designing qualitative research</i> (2nd edition, pp. 15-37). Thousand Oaks, CA: Sage.
2.	Bereiter, C. (1985). Use of thinking aloud in identification and teaching of reading comprehension strategies. <i>Cognition and Instruction</i> , 2(2), pp. 131-156.
3.	Tsui, A (1985). Analysing input and interaction in second language classrooms. <i>RELJ Journal</i> , 16(1), pp. 8-32.
4.	Lin, A. (1998). Understanding the medium of instruction in Hong Kong schools: What research approaches do we need? <i>Asia Pacific Journal of Language in Education</i> , 1, pp. 85-97.
5.	Owens, W.R. (2010). Editing literary texts. In Correa, D. and Owens, W.R. (Eds.), <i>The handbook to literary research</i> (pp. 69-86). London, New York: Routledge.
6.	Gutpa, S. (2010). The place of theory in literary disciplines. In Correa, D. and Owens, W.R. (Eds.), <i>The handbook to literary research</i> (pp.109-130). London, New York: Routledge.

7.	Johnson, D. (2010). <i>Literary research and interdisciplinarity</i> . In Correa, D. and Owens, W.R. (Eds.), <i>The handbook to literary research</i> (pp.131-147). London, New York: Routledge.
8.	Eagleton, Terry. <i>How to Read Literature</i> . Yale UP, 2013.
9.	Breger, Claudia. "The Return to Aesthetics in Literary Studies." <i>German Studies Review</i> , vol. 35, no. 3, 2012, pp. 505–509. JSTOR, JSTOR, www.jstor.org/stable/43555797 .