Part I   Course Overview

Course Title:	**Research Final Year Project**
Course Code:	**EN4575**
Course Duration:	**2 Semesters**
Credit Units:	**6 credits**
Level:	**B4**

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)*	**None**
Precursors: *(Course Code and Title)*	**None**
Equivalent Courses: *(Course Code and Title)*	**None**
Exclusive Courses: *(Course Code and Title)*	**None**

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

This course is a capstone experience that requires students to draw on their academic skills and knowledge acquired in the BA English programme to develop an independent research project under the supervision of an EN faculty member. Under the guidance of an academic supervisor,   , the student identifies a suitable research topic, locates research materials, collects data or analyzes texts, documents and presents the results. The project is normally completed in groups, though it may be completed individually under special circumstances. In the first semester, students will submit a revised project proposal, and a process portfolio, which usually includes an abstract, literature review, a sample chapter, and other relevant materials as required by the supervisor. Students meet at least six times over the course of the year with their supervisor to discuss the direction and progress of the project. The final submission is an original and coherent research contribution of approximately 7000-10,000 words.

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.	Apply theory to practice as a means of understanding and attempting to overcome specific challenges in English studies.		v	v	
2.	Demonstrate an understanding of appropriate academic discussions.		v	v	
3.	Apply critical reading, thinking, and writing skills in interpreting a range of texts		v	v	v
4.	Acquire a competency in communicating research topics to a wider audience and/or within a group environment.		v	v	v
5.	Generate creative and theoretically informed texts, which document relevant professional or academic experience.		v	v	v

* If weighting is assigned to CILOs, they should add up to 100%.   **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		
Independent research	Student work, collaboratively or independently, to gather data, conduct archival work, or generate literature reviews	v	v	v	v			
Regular Meetings with Academic Supervisor	Supervisees meet on a regular basis with their academic supervisor to review progress and to receive guidance.			v	v	v		
Application of knowledge through written responses	Students work to create an original research project which documents their learning experiences.			v	v	v		

4. Assessment Tasks/Activities (ATs)
(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*
	1	2	3	4	5		
Continuous Assessment: _100___%							
Proposal and Process Portfolio. Early in the first semester, the students submit a revised proposal that includes a summary of the project objectives and an action plan. At the end of the semester, they must also submit a substantial amount of completed work which would include the following: an abstract, literature reviewat a sample chapter, a timeline, and other materials as required by the supervisor.	v	v	v	v			35%
Presentation. Students present a summary and analysis of their project that they have devised and implemented.			v	v	v		15%
Final Submission			v	v	v		50%
Examination: _0_% (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	Criteria	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Project Proposal	Articulation of objectives	Objectives of the project are extremely well-outlined, signaling an outstanding determination to generate and implement professional solutions to activate and manage the project.	Objectives of the project are well-outlined, signaling a determination to generate and implement professional solutions to activate and manage the project.	Objectives of the project are partly outlined, signaling a moderate determination to generate and implement professional solutions to activate and manage the project.	Objectives of the project are poorly outlined, signaling a lack of determination to generate and implement professional solutions to activate and manage the project.	Objectives of the project are very badly outlined and inadequate, with no evidence of any determination to generate and implement professional solutions to activate and manage the project.
	Content & theoretical engagement	The content is very well selected and professionally developed. All relevant information and key aspects of the project's strategy and tactics are comprehensively included for analysis, including a comprehensive timeline. The information is comprehensively explained in terms of proposed project activities.	The content is well selected and professionally developed Most relevant information and key aspects of the project's strategy and tactics are included for analysis, including a workable timeline. The information is sufficiently analyzed and explained in terms of proposed activities.	The content selected is somewhat sufficient Only part of the information and key aspects of the project's strategy and tactics are included for analysis, including a sufficient timeline. Only part of the information is analyzed and explained in terms of proposed activities.	The content selected is insufficient The content selected for analysis is sketchy and inadequate. Only very limited information and key aspects of the project's strategy and tactics are included for analysis, including a poorly structured timeline. The analysis in terms of proposed activities is not informative or comprehensive.	The content selected for analysis is totally inadequate Very limited or inaccurate information and key aspects of the project's strategy and tactics is incorporated for analysis, with no timeline. The analysis is not at all comprehensible.
	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 inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disruptingcomprehension.	Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, frequently and

						seriously disrupting comprehension.
Process Portfolio	Content & theoretical engagement	The project documentation demonstrates a clear and original theoretical intervention. Documentation is substantial, detailed, and coherently presented.	The project documentation demonstrates a promising theoretical intervention. Documentation is substantial and well presented.	The project's topic is clear but the theoretical intervention remains undefined. Documentation is apparent but not always sufficiently detailed or focused.	The project's theoretical intervention remains unclear. Documentation is insufficiently detailed and lacks focus.	The topic is unclear and the theoretical intervention is not stated. Documentation lacking in substance and detail.
	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 inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.	Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, frequently and seriously disrupting comprehension.
Presentation	Overview of project details	Presents comprehensive overview of project details.	Presents good overview of project details.	Presents fair overview of project details.	Presents poor overview of project details.	Presents insufficient overview of project details.
	Organization and content	Content and structure of presentation are extremely well-devised and comprehensive; provides insightful summary of the project challenges and achievements very comprehensively based on an outstanding ability to generate new knowledge and innovative solutions to inform practice.	Content and structure of presentation are well- devised; discusses significant aspects of the project challenges and achievements in some detail.	Content and structure of presentation are sketchily devised; highlights key aspects of the project challenges and achievements	Content and structure of presentation are poorly devised; highlights only some aspects of the project challenges and gives a limited presentation of them.	Content and structure of presentation are extremely badly devised; highlights only very few aspects of the project challenges and achievements and presents very poorly.

	Delivery of presentation	Presentation delivered in a highly professional way with clarity and confidence.	Presentation delivered in a professional way and generally with clarity and confidence.	Presentation delivered in fairly professional way with some lack of clarity or confidence not affecting comprehension negatively.	Presentation delivered in an unprofessional way with lack of clarity and/or hesitation negatively affecting comprehension to a significant extent.	Presentation delivered in a highly unprofessional way with extreme hesitatation or lack of clarity.
	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 inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.	Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, frequently and seriously disrupting comprehension.
Final Submission	Content	Project objectives clearly achieved and shows strong understanding of the relevant concepts and a very strong ability to apply them meaningfully.	Project objectives achieved and shows good understanding of the relevant concepts and a generally strong ability to apply them meaningfully.	Project objectives are basically achieved and shows an adequate understanding of the relevant concepts and an ability to apply them.	Project objectives are achieved in only a minimal way; only a superficial understanding of the relevant concepts; some limitation in their application.	Project objectives are generally not achieved; only a superficial or inaccurate understanding of the relevant concepts; extremely limited ability to apply them.
	Critical thinking and Argument	Demonstrates excellent skills of interpretation and analysis, with original insights into the primary texts/data, and a clearly, focused, and convincing argument.	Demonstrates good skills of interpretation and analysis, with some insights into the primary texts/data and concepts, and a well-articulated, mostly focused, often convincing argument.	Demonstrates adequate skills of interpretation and analysis, though may remain superficial and disconnected from the primary texts/data and concepts; argument may lose its focus and/or may not be clearly articulated or convincing.	Demonstrates limited skills of interpretation and analysis, with little engagement with course texts and concepts; argument may lose its focus and/or may not be clearly articulated or convincing.	No skills of interpretation and analysis demonstrated and/or no clear argument articulated.

	Organisation	A very effective structure and focus of project	An effective structure and focus of project	An effective structure and focus of project with some lapses	The structure and the focus of the project are not always clear	The structure and the focus of project are unclear
	Use of sources	Thoroughly informed by extensive reading in relevant areas; shows a mature understanding of the earlier literature; clearly situates the project in relation to the earlier literature; refers to sources transparently and conventionally	Informed by broad reading in relevant areas; shows an understanding of the earlier literature; situates the project in relation to the earlier literature; refers to sources generally transparently and conventionally	Informed by reading in relevant areas; shows a generally adequate understanding of the earlier literature; partially situates the project in relation to the earlier literature; refers to sources generally transparently and conventionally with relatively minor issues	Has issues with one or more of the following which negatively impact the effectiveness and appropriatenss of the text: insufficient reading; insufficient understanding of the literature; having difficulty relating the project to the literature; unconventional or untransparent use of sources.	Has significant issues with several of the following to the text's serious detriment: insufficient reading; insufficient understanding of the literature; having difficulty relating the project to the literature; unconventional or untransparent use of sources.
	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 inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.	Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, frequently and seriously 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.)

Final year research project; capstone; collaborative research

2.   Reading List
2.1   Compulsory Readings (tentative list)
   (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. Buckingham, L. (2016). *Doing a research project in English Studies: a guide for students. London*; New York: Routledge, Taylor & Francis Group.
2.
3.
4.

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

1. da Sousa Correa, D., & Owens, W. R. (Eds.). (2009). *The handbook to literary research* (2nd ed.). Routledge.
2. Paltridge, B. & Phakiti, A. (2018). *Research methods in applied linguistics: A practical resource*. Bloomsbury.
3.
4.
5.
6.