

**City University of Hong Kong
Course Syllabus**

**offered by College/School/Department of English
with effect from Semester B 2022/23**

Part I Course Overview

Course Title:	<u>Research Skills in English Studies</u>
Course Code:	<u>EN4579</u>
Course Duration:	<u>1 semester</u>
Credit Units:	<u>3</u>
Level:	<u>B4</u>
Proposed Area: <i>(for GE courses only)</i>	<input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology
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>Nil</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course serves as a basic introduction to research methods and skills in English studies. Students will explore various research paradigms and corresponding methodologies in applied linguistics and literary studies. Through critical analysis of sample studies, students will learn to evaluate research questions and practice applying a range of data collection methods and interpretive/analytical approaches. Finally, they will develop their own research questions and propose their own study, for which they will submit a research proposal. The main aim is to prepare students to formulate a feasible research design and conduct research under guidance from EN faculty during their final year of study (the BA research project).

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.	conduct library searches and select relevant literature to identify concrete research gaps/problems and inform the design of a research study		X	X	X
2.	acquire a critical understanding of, and appreciation for, the various research traditions in English studies as well as their corresponding epistemologies, data collection methods, and interpretative tools or techniques		X	X	X
3.	examine and evaluate various kinds of research questions, data collection approaches, and methods of analysis in sample studies		X	X	X
4.	consider and evaluate both the advantages and disadvantages of different research methods or combinations thereof, with reference to different kinds of research questions		X	X	X
5.	apply the knowledge and skills gained from CILOs 1-4 to design a research study		X	X	X
		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 and in-class activities	Interactive lectures including lessons and explanations regarding research methodologies/epistemologies in English studies, class discussions, and hands-on activities involving the application of key concepts in research design		X	X	X			
Assigned weekly readings	Assigned readings selected from research handbooks and sample studies in applied linguistics and literary studies		X	X	X			
Small group work and in-class presentations	Out-of-class group projects in which students work together in groups of 3-4 students to identify possible research topics, formulate and revise research questions, and propose approaches for data collection and analysis	X	X	X	X	X		
Independent research and written assignments	Completion of reading responses or study questions meant to help students prepare for the lectures; additional short assignments in which students reflect on their learning, carry out library searches, etc.	X	X	X	X	X		

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> %								
1. Class participation and activities		X	X	X			10%	
2. Individual tasks	X	X	X	X			25%	
3. Research proposal	X	X	X	X	X		35%	
4. Test		X	X	X			30%	
Examination: % (duration:								

* 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. Class participation and activities	Active class participation and performance in class activities	An excellent record of participation. Attended nearly all classes punctually, always participated actively and constructively in class and group activities.	Very satisfactory participation. Satisfactory attendance and punctuality. Frequently participated actively and constructively in class and group activities.	Satisfactory participation. Satisfactory attendance and punctuality. Generally participated actively and constructively in class and group activities.	Participation not fully satisfactory and/or inconsistent.	Participation unsatisfactory. Did not meaningfully engage with class and group activities.
2. Individual tasks	Quality of the responses	The tasks demonstrate an excellent understanding of the subject matter and include very thoughtful reflections and responses.	The tasks demonstrate a good understanding of the subject matter and offer generally thoughtful reflections and responses, although they may be weak on some points.	The tasks demonstrate an adequate understanding of the most important concepts, although some tasks are incomplete, and major weaknesses are present in the reflections and responses.	The tasks demonstrate a very limited understanding of the subject matter. Multiple tasks are incomplete or do not address the prompts.	The tasks fail to demonstrate an understanding of the subject matter. Many tasks are incomplete or do not address the prompts.
3. Research proposal	Quality of the proposal	The proposal carefully outlines a well thought out research study. It draws very effectively upon	The proposal adequately outlines a generally well thought out research study. It	The proposal outlines a research study in reasonably clear terms. It draws upon some of the	The proposal outlines a research study which is flawed or considerably lacking. It fails to	The proposal does not outline a research study.

		the course content and/or sample studies and includes a coherent and feasible proposal for important and timely research.	draws upon the course content and/or sample studies where appropriate and includes a coherent research proposal, which may include some minor weaknesses.	course content and includes a coherent research proposal, though considerable weaknesses may be present.	draw upon course content or does so ineffectively, and the research proposal is rather weak and poorly motivated. or	
	Language	Language use is very clear, correct, and appropriate for the genre.	Language use is largely clear, correct, and appropriate for the genre. Minor errors are present but generally do not impede understanding.	Language use is somewhat clear and mostly correct, although errors occasionally impede understanding. Genre conventions are not always followed.	Language use is at times ineffective and inappropriate for the genre. Language errors frequently impede understanding.	Language use is unclear and inappropriate for the genre, and the large number of errors prevent understanding.
4. Test	Mastery of course concepts and methodological approaches	The test demonstrates a very thorough understanding of concepts in research methods and an exemplary ability to apply and comment on specific research methods or interpretive tools and techniques.	The test demonstrates a sound understanding of concepts in research methods and a strong ability to apply and comment on specific research methods or interpretive tools and techniques.	The test demonstrates an adequate understanding of concepts in research methods and some ability to apply and comment on specific research methods or interpretive tools and techniques.	The test shows little evidence of the student's understanding of concepts in research methods. Discussions and applications of specific research methods or interpretive tools and techniques are insufficient or incomplete.	The test was not submitted and/or does not show any evidence of the student's understanding of concepts in research methods. Discussions/applications of specific research methods or interpretive tools and techniques are missing.

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.	Da Sousa Correa, D., & Owens, W. R. (Eds.). (2009). <i>The handbook to literary research</i> (2 nd ed.). Routledge.
2.	McKinley, J., & Rose, H. (Eds.). (2019). <i>The Routledge handbook of research methods in applied linguistics</i> . Routledge.
3.	Paltridge, B. & Phakiti, A. (2018). <i>Research methods in applied linguistics: A practical resource</i> . Bloomsbury.

2.2 Additional Readings

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

1.	Andrews, R. (2003). <i>Research questions</i> . Bloomsbury Publishing.
2.	Chalhoub-Deville, M., Chapelle, C. A., & Duff, P. A. (Eds.). (2006). <i>Inference and generalizability in applied linguistics: Multiple perspectives</i> . John Benjamins Publishing.
3.	Creswell, J. W. (2018). <i>Educational research: Planning, conducting, and evaluating quantitative and qualitative research</i> . Pearson.
4.	Creswell, J. W., & Creswell, J. D. (2017). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> . Sage Publications.
5.	Creswell, J. W. & Poth, C. N. (2018). <i>Qualitative inquiry & research design: Choosing among five approaches</i> . Sage Publications.
6.	Gutpa, S. (2010). The place of theory in literary disciplines. In D. Correa & W.R. Owens (Eds.), <i>The handbook to literary research</i> (pp.109-130). Routledge.
7.	Hyon, S. (2018). <i>Introducing genre and English for specific purposes</i> . Routledge.
8.	Johnson, D. (2010). <i>Literary research and interdisciplinarity</i> . In D. Correa & W.R. Owens (Eds.), <i>The handbook to literary research</i> (pp.131-147). Routledge.
9.	Mackey, A., & Gass, S. M. (2016). <i>Second language research: Methodology and design</i> (2nd ed.). Routledge.
10.	Owens, W.R. (2010). Editing literary texts. In D. Correa & W.R. Owens (Eds.), <i>The handbook to literary research</i> (pp. 69-86). Routledge.
11.	Rubin, H. J., & Rubin, I. S. (2012). <i>Qualitative interviewing: The art of hearing data</i> (2nd ed.). Sage Publications.
12.	Saldaña, J. (2016). <i>The coding manual for qualitative researchers</i> (3rd ed.). Sage Publications.
13.	Sato, M. & Ballinger, S. (2016) <i>Peer interaction and second language learning: Pedagogical potential and research agenda</i> . John Benjamins.

14.	Zhang, L. J. & Zhang, D. (2019) Think-aloud protocols. In McKinley, J. & Rose, H. (Eds). <i>The Routledge handbook of research methods in applied linguistics</i> . (pp. 302 – 311) Routledge.
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