

**City University of Hong Kong
Course Syllabus**

**offered by College/School/Department of English
with effect from Semester A 2023 / 2024**

Part I Course Overview

Course Title:	Capstone Project
Course Code:	EN6943
Course Duration:	The normal duration is 1 semester (Semester B).
Credit Units:	6
Level:	P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	EN6471 Research Methods in English Studies ¹ or EN6508 Critical Approaches to Literature ^{2,3}
Precursors: (Course Code and Title)	Nil
Equivalent Courses: (Course Code and Title)	
Exclusive Courses: (Course Code and Title)	EN6941 Dissertation

Part II Course Details

1. Abstract

(A 150-word description about the course)

¹ For students planning to study a TESL/Applied Linguistics topic.

² For students planning to pursue a topic related to literary and cultural studies.

³ Students need to have gained at least 12 credit units in the programme before being allowed to enrol in the course.

This course aims to develop students' expertise to carry out a capstone project involving the research base in a chosen area of English studies through the application of concepts, theories, research approaches and methods acquired in the programme.

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.)

By the end of the course, students are expected to complete a capstone research project. In the process, they are expected to develop the following competences and demonstrate them as outcomes of learning.

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	search, select and critically evaluate literature and other materials in order to develop a sound understanding of the topic under investigation, relevant research approaches and methods applicable to a capstone project;	20%	✓	✓	✓
2.	design, conduct and manage the project rigorously by applying knowledge gained in CILO 1 and observing the University's research ethic guidelines;	25%	✓	✓	✓
3.	discuss different aspects of the project in a logical, precise, and coherent manner;	30%	✓	✓	✓
4.	reflect critically on and communicate the experience gained through the project	25%	✓		✓
* 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			
Seminars and workshops	Students attend seminars / workshops in order to gain knowledge about particular topics and skills required to complete the project.	✓	✓	✓	✓			
Research	Students acquire specialist knowledge on a focused area of inquiry by conducting research on their chosen topic.	✓			✓			
Project definition	Students define the scope, formulate, and execute a project related to their area of inquiry.		✓		✓			
Writing	Students describe their research projects through different forms of formal academic writing.		✓	✓	✓			
Consultation	Students consult and discuss their projects with a supervisor.	✓	✓	✓	✓			

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			
Continuous Assessment: 100%							
Project Overview An overview that defines a) the aims of the project, b) the expected output and c) an action plan to achieve the output.	✓	✓	✓	✓		10%	Group Assessed
Critical Survey A comprehensive review of relevant academic sources.	✓	✓	✓	✓		30%	Individually Assessed
Presentation A succinct overview of the project and a detailed description of the main objectives, challenges, and outcomes.		✓	✓	✓		20%	Individually Assessed
Project output A creative or applied artefact(s) that is developed as defined in the project overview.	✓	✓	✓	✓		30%	Group Assessed
Project output commentary A statement explaining and evaluating the output.	✓	✓	✓	✓		10%	Individually Assessed
Examination: _____% (duration: _____, if applicable)							
						100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Project Overview (10%)

Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Content	<ul style="list-style-type: none"> The proposed project has a very clear research focus, identifies a significant issue(s) to address, and is very well designed. 	<ul style="list-style-type: none"> The proposed project has a clear research focus, identifies an issue to address, and is quite well designed. 	<ul style="list-style-type: none"> Major parts of the proposed project, its focus, the issue(s) to address, its description, action plan need to be reconsidered and/or further elaborated. 	<ul style="list-style-type: none"> The proposed project study lacks a focus, is poorly designed/described,
Research ethics	<ul style="list-style-type: none"> Gives a clear and thorough discussion of potential ethical issues and where applicable proposes fully sensible and appropriate measures to address them. 	<ul style="list-style-type: none"> Gives a generally clear and thorough discussion of potential ethical issues and where applicable provides sensible and appropriate measures to address them. 	<ul style="list-style-type: none"> Gives a partial/sketchy discussion of potential ethical issues and/or measures to address them. 	<ul style="list-style-type: none"> No potential ethical considerations are discussed and/or no measures to address potential issues are proposed.
Organization	<ul style="list-style-type: none"> Has a clear and appropriate organizational plan . All of the required are present Ideas are very logically developed in sufficient detail 	<ul style="list-style-type: none"> Has a clear and appropriate organizational plan . Includes all the sections specified for an A range proposal, but there are weaknesses in one or two of the sections. In contrast to a C range proposal, the focus of the project, and action plan all are mostly presented logically. 	<ul style="list-style-type: none"> Has a recognizable proposal structure, but the overall organization plan and/or its implementation is not appropriate. Includes some but not all of the sections specified for an A-C range proposal; or one or more of the sections is present but fails to achieve its purpose 	<ul style="list-style-type: none"> Lacks a recognizable and appropriate structure. The aims and expected outcomes are very poorly described. The methodology and the plan of action is not included or is not achievable at all. May include some or all of the sections specified for an A-C range proposal, but most fail to achieve their purpose. May be significantly below the recommended word limit.

Language and style	Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.	<ul style="list-style-type: none"> • Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension. 	<ul style="list-style-type: none"> • Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension. 	<ul style="list-style-type: none"> • Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.
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Critical Survey (30%)

Criteria	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Focus, Aims, and Scope	<ul style="list-style-type: none"> • Topic is very well conceived, appropriately focused, and achievable; • Excellent articulation of aims, approach/methods, and expected outcomes; • Shows a sophisticated understanding of theoretical or methodological frameworks and their application in the project. • Key concepts and theories are discussed in depth with a high level of critical awareness. 	<ul style="list-style-type: none"> • Topic is well conceived, generally well-focused, and achievable; • Good articulation of aims, approach/methods, and expected outcomes; • Shows a good understanding of theoretical or methodological frameworks and their application in the project. • Key concepts and theories are discussed in appropriate depth with some degree of critical awareness. 	<ul style="list-style-type: none"> • Topic is defined but is insufficiently focused or is entirely achievable; • Fair articulation of aims, approach/methods, and expected outcomes; • Shows some limited understanding of theoretical or methodological frameworks and their application in the project. • Key concepts and theories are discussed but may be lacking in depth. 	<ul style="list-style-type: none"> • Topic lacks focus or may be off topic; • Aims, approach/methods, and expected outcomes are unclear or not presented; • Shows very limited understanding of theoretical or methodological frameworks and their application in the project. • Key concepts and theories are poorly explained or not discussed.
Research ethic review	Applicable (if the project involved human participants and sensitive data) & approved			Applicable but not approved or no approval sought
Organization	<ul style="list-style-type: none"> • Has a clear and appropriate organizational plan. • The proposal is very coherent, succinct, and fluent. • Ideas are very logically developed in sufficient detail 	<ul style="list-style-type: none"> • Has a clear and appropriate organizational plan with some inconsistencies. • The proposal is generally coherent and succinct. 	<ul style="list-style-type: none"> • Has a basic organizational plan but may require some revision. • The proposal is not always coherent or succinct. • Ideas are not always developed in sufficient detail 	<ul style="list-style-type: none"> • Lacks a recognizable or appropriate organizational plan. • Organizing ideas and main points are generally unclear.

		<ul style="list-style-type: none"> Ideas are well developed in sufficient detail 		
Engagement with the research literature	<ul style="list-style-type: none"> Demonstrates deep engagement with an appropriate amount of academic material. All sources are highly relevant. Source ideas are accurately presented, very well integrated and contribute to the development of the argument. Appropriate referencing conventions are accurately followed throughout. 	<ul style="list-style-type: none"> Demonstrates good engagement with a substantial body of academic material. Sources are relevant; Most source ideas are accurately presented, well integrated and contribute to the development of the argument. Appropriate referencing conventions are followed, generally accurately. 	<ul style="list-style-type: none"> Demonstrates engagement with academic material but not always in appropriate depth. Most of the sources are not immediately relevant; Source ideas are partially/inaccurately presented and/or poorly integrated, which causes disruption to the flow of discussion and/or do not contribute to the argument.. Adequate referencing 	<ul style="list-style-type: none"> Demonstrates poor or superficial engagement with the academic material. Sources may not be relevant. Source ideas are inaccurately presented, and/or poorly integrated, significantly disrupting the flow of discussion, and do not succeed in supporting the argument. Appropriate referencing may be lacking.
Language and style	<ul style="list-style-type: none"> Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register. 	<ul style="list-style-type: none"> Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension. 	<ul style="list-style-type: none"> Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension. 	<ul style="list-style-type: none"> Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.

Presentation (20%)

Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Description of Project Aims and Accomplishments	<ul style="list-style-type: none"> Clearly reported Excellent description of aims and accomplishments 	<ul style="list-style-type: none"> Quite clearly reported Good description of aims and accomplishments 	<ul style="list-style-type: none"> Clearly reported but lacking in detail Limited description of aims and accomplishments 	<ul style="list-style-type: none"> Insufficient in terms of description of the project's aims and accomplishments.
Organization	<ul style="list-style-type: none"> Very organized Effectively sectioned Ideas are well-connected 	<ul style="list-style-type: none"> Quite organized Quite effectively sectioned Ideas are quite well-connected 	<ul style="list-style-type: none"> Adequately organized Adequately sectioned Some obvious problems with coherence 	<ul style="list-style-type: none"> Very poorly organized No sectioning at all Ideas do not cohere at all.
Language and style	<ul style="list-style-type: none"> Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register. Pronunciation is extremely accurate and clear. 	<ul style="list-style-type: none"> Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Pronunciation is usually accurate and clear. Minor issues do not negatively affect comprehension. 	<ul style="list-style-type: none"> Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Pronunciation is frequently accurate and clear. Relatively few issues have only a limited, negative effect on comprehension. Some frequent reading from a script or slides 	<ul style="list-style-type: none"> Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, Pronunciation is inaccurate and very unclear. Major issues significantly disrupting comprehension. Overreliance on script or slides.
Visual communication	<ul style="list-style-type: none"> A variety of visuals/media used. Very concise Very focused Appropriate sizes of images/fonts used Effectively illustrating, supporting or complementing what the presenter orally presents Creatively designed Very professionally designed 	<ul style="list-style-type: none"> A fair amount/variety of visuals/media used A few visuals somewhat <ul style="list-style-type: none"> wordy cluttered Somewhat appropriate sizes of images/fonts Somewhat redundant Visuals fairly creatively designed 	<ul style="list-style-type: none"> A very limited variety used Few images/graphics used A noticeable number of visuals somewhat <ul style="list-style-type: none"> wordy cluttered Somewhat inappropriate sizes images/fonts Visuals mostly redundant Little creativity reflected 	<ul style="list-style-type: none"> Few visuals/media used. <p>OR</p> <ul style="list-style-type: none"> Visuals all <ul style="list-style-type: none"> very wordy extremely cluttered Sizes of images and fonts too small/inappropriate Visuals all redundant No creativity reflected

Project output (30%)

Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Design	<ul style="list-style-type: none"> Organization of the output is effective, compelling, and well considered Components are well-connected and integrated The design enhances the central ideas of the topic Effective and creative use of multimodal elements as appropriate to the topic 	<ul style="list-style-type: none"> Organization of the output is functional and effective Components are generally well-connected and integrated The design is generally effective in terms of conveying meaning and relevant ideas Good use of multimodal elements as appropriate to the topic 	<ul style="list-style-type: none"> Organization of the output is effective, with some inconsistency. Components are adequately connected and integrated The design is generally effective in terms of conveying meaning and relevant ideas with some inconsistency. Adequate use of multimodal elements as appropriate to the topic 	<ul style="list-style-type: none"> Very poorly organized and little effort to design the output into a coherent and attractive form. Ideas are not clearly presented in relation to the project organization. Insufficient or inadequate use of multimodal elements
Language and style	<ul style="list-style-type: none"> Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register. 	<ul style="list-style-type: none"> Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension. 	<ul style="list-style-type: none"> Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension. 	<ul style="list-style-type: none"> Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.
Fulfilment of Objectives	<ul style="list-style-type: none"> Aims and objectives, as outlined in the output commentary, are effectively achieved The output offers a complex and thoughtful realization of relevant ideas, approaches, or principles. 	<ul style="list-style-type: none"> Aims and objectives, as outlined in the output commentary, are generally well achieved The output offers an effective realization of relevant ideas, approaches, or principles. 	<ul style="list-style-type: none"> Aims and objectives, as outlined in the output commentary, are only partially achieved; The output offers an adequate realization of relevant ideas, approaches, or principles. 	<ul style="list-style-type: none"> The output does not appear to address or effectively achieve the project objectives. The main ideas, approaches, or principles that inform the output remain unclear.

Project Output commentary (10%)

Criteria	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
Content	<ul style="list-style-type: none"> Includes all required information; Provides a detailed and effective description of the project output Demonstrates an in-depth and critical engagement with published scholarship and primary texts as appropriate to the project; Output aims and objectives succinctly and clearly explained and well-defended 	<ul style="list-style-type: none"> Most required information is included; Provides a good description of the project output Demonstrates a critical engagement published scholarship and primary texts as appropriate to the project; Output aims and objectives quite succinctly explained and quite well-defended 	<ul style="list-style-type: none"> Some crucial information is missing Provides an adequate description of the project output Displays a fair engagement with published scholarship and primary texts as appropriate to the project; Output aims and objectives adequately explained but some parts need more elaboration; Output adequately defended. 	<ul style="list-style-type: none"> All required information is missing Does not adequately describe the output Shows little or no engagement published scholarship and primary texts as appropriate to the project; Output poorly explained and defended
Reflection	<ul style="list-style-type: none"> The commentary provides a thoughtful description of the learning process, with relevant support and details. The commentary effectively explains how aims and objectives developed throughout the learning experience The commentary offers valuable perspectives on the project in relation relevant professional, social, or personal contexts 	<ul style="list-style-type: none"> The commentary provides a good description of the learning process, with relevant support and details. The commentary explains how aims and objectives developed The commentary provides consideration of the aims and objectives in relation relevant professional, social, or personal contexts 	<ul style="list-style-type: none"> The commentary provides adequate description of the learning process, with some support and details. The commentary explains, in basic terms, how aims and objectives changed and developed The project's relevance to wider professional, social, or personal contexts is basically justified but may lack in detail 	<ul style="list-style-type: none"> The commentary does not adequately describe the learning process, relevant issues, or learning experiences
Organization	<ul style="list-style-type: none"> Has a clear and appropriate organizational plan . All of the required are present Ideas are very logically developed in sufficient detail 	<ul style="list-style-type: none"> Has a clear and appropriate organizational plan . Includes all the sections specified for an A range proposal, but there are weaknesses in one or two of the sections. In contrast to a C range proposal, the focus of the 	<ul style="list-style-type: none"> Has a recognizable structure, but the overall organization and/or its implementation is not appropriate. Includes some but not all of the sections specified for an A to B range capstone project report; or one or more of the sections is present but fails to achieve its purpose (e.g., the 	<ul style="list-style-type: none"> Lacks a recognizable capstone project report structure. May include some or all of the sections specified for an A-C range capstone project report, but most fail to achieve their purpose. May be significantly below the recommended word limit.

		project, and action plan all are mostly presented logically.	literature review does not review relevant literature, no approach is described.	
Referencing	<ul style="list-style-type: none"> • Source ideas are accurately presented, very well integrated and contribute to the development of the argument. • Appropriate referencing conventions are accurately followed throughout. 	<ul style="list-style-type: none"> • Sources are relevant; • Most source ideas are accurately presented, well integrated and contribute to the development of the argument. • Appropriate referencing conventions are followed, generally accurately. 	<ul style="list-style-type: none"> • Most of the sources are not immediately relevant; • Source ideas are partially/inaccurately presented and/or poorly integrated, which causes disruption to the flow of discussion and/or do not contribute to the argument. • Adequate referencing 	<ul style="list-style-type: none"> • All or most of the sources are not relevant. • Source ideas are inaccurately presented, and/or poorly integrated, significantly disrupting the flow of discussion, and do not succeed in supporting the argument. • Appropriate referencing is lacking.
Language and style	<ul style="list-style-type: none"> • Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register. 	<ul style="list-style-type: none"> • Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension. 	<ul style="list-style-type: none"> • Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension. 	<ul style="list-style-type: none"> • Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly 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.)

research, capstone project

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. Costello, P. J. M. (2011). *Effective action research: Developing reflective thinking and practice*. New York: Continuum International Pub.
2. Pope, Rob. (1995). *Textual Intervention: Critical and Creative Strategies for Literary Studies*. Routledge.
3. Ridley, D. (2012). *The literature review: A step-by-step guide for students* (2nd ed.). London: Sage
4. Simon Eliot and W.R. Owens (ed). (1998). *A handbook to literary research*. New York: Routledge, The Open University.
5. Fabb, N. & Durant, A. (2014). *How to write essays and dissertations: A guide for English literature students*. (2nd ed.) New York, NY: Routledge.

2.2 Additional Readings

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

1. Andrews, R. (2003). *Research questions*. New York, NY: Continuum.
2. Bamberg, M., & Andrews, M. (2004). *Considering counter narratives: Narrating, resisting, making sense*. Philadelphia : J. Benjamins.
3. Clandinin, D. J., & Connelly, F. M. (2000). *Narrative inquiry: Experience and story in qualitative research*. San Francisco, Calif.: Jossey-Bass.
4. Klein, S.R. (ed.) (2012). *Action research methods: Plain and simple*. Basingstoke: Palgrave Macmillan.
5. Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson.
6. Creswell, J. W. (2013). *Qualitative inquiry & research design: Choosing among five approaches*. Thousand Oaks, Calif.: Sage.
7. Hyland, K., & Paltridge, B. (eds.) (2011). *Continuum companion to discourse analysis*. London: Continuum International Publishing Group.
8. Johnson, R., Chambers, D, Raghuram, P., & Tincknell, E. (2004). *The practice of cultural studies*. Thousand Oaks, Calif: Sage.