

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Architecture and Civil Engineering  
with effect from Semester A 2017/18**

---

**Part I Course Overview**

<b>Course Title:</b>	Research Methods and Thesis Development Seminar for Design and Planning
<b>Course Code:</b>	CA6139
<b>Course Duration:</b>	1 Semester (Some courses offered in Summer Term may start a few weeks earlier than the normal University schedule. Please check the teaching schedules with CLs before registering for the courses.)
<b>Credit Units:</b>	3
<b>Level:</b>	P6
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	Nil
<b>Precursors:</b> <i>(Course Code and Title)</i>	Nil
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	Nil
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	Nil

## Part II Course Details

### 1. Abstract

This course aims to prepare students for their thesis project by experiencing a variety of research activities. By presenting their thesis proposal, students find their research topic and establish their research strategies for their thesis project in CA6140 Thesis Studio for Design and Planning.

### 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.	critically review literature in urban design and planning relating to students' interest		✓	✓	
2.	identify research trends of a chosen topic in the fields of urban design and planning		✓	✓	
3.	prepare students' thesis proposal that includes research topic, literature review, and methodology for their thesis project in CA6140 Thesis Studio for Design and Planning				✓
		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	
Lectures	Covering topics related to how to find research topic, formulate research question, conduct literature review, determine methods, and collect data etc.	✓	✓	✓	
Tutorials	In class discussions and critiques on students' research projects	✓	✓	✓	

Semester Hours:	3 hours per week
Lecture/Tutorial/Laboratory Mix:	Lecture (2); Tutorial (1); Laboratory (0)

### 4. Assessment Tasks/Activities

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks / Activities	CILO No.			Weighting	Remarks
	1	2	3		
Continuous Assessment: 100%					
Sectional write-ups	✓	✓	✓	40%	
In-class presentations			✓	30%	
In-class discussion	✓	✓		10%	
Full proposal	✓	✓	✓	20%	
Examination: 0%					
				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)/ Pass (P) on P/F basis	Failure (F)
Sectional write-ups	Quality of writing in terms of content, structure, and grammar	High	Significant	Moderate	Basic	Not even reaching marginal levels
In-class presentations	Ability to make presentations; Quality of powerpoint slides	High	Significant	Moderate	Basic	Not even reaching marginal levels
In-class discussion	Degree of contribution to class discussion and peer critiques	High	Significant	Moderate	Basic	Not even reaching marginal levels
Full proposal	Quality of research proposal	High	Significant	Moderate	Basic	Not even reaching marginal levels

**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.)*

Thesis proposal, Seminar on theories and methods, Urban planning, Urban design

**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.	Nil
----	-----

**2.2 Additional Readings**

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

1.	Friedmann J. (1987) <i>Planning in the Public Domain: From Knowledge to Action</i> , Princeton University Press.
2.	Susser I (Ed.) (2002) <i>The Castells Reader on Cities and Social Theory</i> , Malden: MA, Blackwell.
3.	Larice M. and Macdonald E. (2007) <i>The Urban Design Reader</i> , New York: NY, Routledge.
4.	LeGates R. T. and Stout R. (1996) <i>The City Reader</i> , New York: NY, Routledge.
5.	Hong Kong Institute of Planners (1996), <i>Planning in Hong Kong 1997 and Beyond</i> .
6.	Yin. R. K. (1994) <i>Case Study Research: Design and Methods</i> , Sage Publication.
7.	<a href="http://homesandcommunities.co.uk/udc">http://homesandcommunities.co.uk/udc</a>
8.	<a href="http://www.rudi.net">http://www.rudi.net</a>