

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Public Policy  
with effect from Semester A 2017/2018**

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**Part I Course Overview**

<b>Course Title:</b>	MAUM Capstone Project
<b>Course Code:</b>	POL6500
<b>Course Duration:</b>	Two semesters for part-time students (2 credits in Semester A + 2 credits in Semester B); Three semesters for full-time students (1 credit in Semester A + 2 credits in Semester B + 1 credit in Summer Term)
<b>Credit Units:</b>	4
<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>	None
<b>Precursors:</b> <i>(Course Code and Title)</i>	None
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	None
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	None

## Part II Course Details

### 1. Abstract

This course aims to enable students in integrating and applying the theories, technologies and practices they acquired in various courses in the programme in generating new ideas, constructing innovative practices or devising alternate perspective in chosen subject issues in urban management. Students will work in groups of 2-3 students to work on a topic of their choice.

### 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.	Identify issues in urban management that are inadequately understood or being poorly handled		✓		
2.	Critically analyse and evaluate the knowledge gap relating to the urban management issues that are identified			✓	
3.	Design and implement plans to collect relevant information			✓	
4.	Discover new knowledge or construct new practice in relation to the identified issues in urban management			✓	
5.	Communicate effectively the new knowledge related to the identified urban management issues				✓
6.	Work effectively in a team		✓		
		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	6	
Read	Private reading of individual students and meetings of the project group	x	x	x	x		x	6 hours per week
Meet	Regular meetings between the project group and the supervisor	x	x	x	x	x		1 hour per week
Write	Interim report of the project group			x				End of semester B
Present	Presentation of research proposal		x			x		Early semester B
	Written dissertation		x		x	x		End of Summer Term

**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	6		
Continuous Assessment: 100%								
Project proposal and presentation	x	x	x		x		5%	
Written dissertation (12,000-15,000 Words)	x	x		x	x		75%	
Peer review						x	20%	Also used to identify free riders
Reflective Journal (500-800 Words)				x	x	x		
							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. Presentation, dissertation, peer view, reflective journal		Knowledge and skills required to undertake an original discovery research project is excellently demonstrated and applied. Very high quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings. Demonstrate ability to integrate theory and practice.	Knowledge and skills required to undertake an original discovery research project is well demonstrated and applied. Good quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings. Some Indication ability to integrate theory and practice.	Knowledge and skills required to undertake an original discovery research project is rudimentarily demonstrated and applied. Fair quality of critical thinking, review of literature, analysis and evaluation, written communication, and creative findings. Limited ability to integrate theory and practice.	Knowledge and skills required to undertake an original discovery research project is limited. Superficial critical thinking and limited effort in the review of literature, analysis and evaluation and poor written communication, and limited creative findings. Minimal ability to integrate theory and practice.	Unable to demonstrate and apply knowledge and skills required to undertake an original discovery research project. No critical thinking and little effort in the review of literature, analysis and evaluation and very poor written communication, and very limited creative findings. No demonstration of the ability to integrate theory and practice.

### **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 planning (problem identification, research statement, research objectives), literature review, conceptual framework, research methodologies (data collection strategies, quantitative research methods, qualitative research methods), data analysis (descriptive statistics, two variables analysis, qualitative data analysis, model building), research presentation (verbal and oral presentation, research findings presentation, graphing data), research conclusion, policy implications, appraising research.

#### **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. Chisholm, Margaret; Mateer, Carolyn and Lane, Nancy D. (2000) Techniques for student research : a comprehensive guide to using the library, New York : Neal-Schuman Publishers.
2. Gray, David E. (2009) Doing research in the real world, 2<sup>nd</sup> edition, Los Angeles ; London : SAGE.
3. John A. Sharp, John Peters and Keith Howard (2002) The management of a student research project (3<sup>rd</sup> ed), Aldershot, Hants, England ; Burlington, VT : Gower.
4. Nigel Gilbert (2009) Researching Social Life, Third Edition, London: Sage.
5. Oliver, Paul (2010) The student's guide to research ethics, Maidenhead, Berkshire : Open University Press.
6. Ridley, Diana (2012) The literature review : a step-by-step guide for students, London : SAGE.
7. Verhoeven, Pieterella Susanna (2011) Doing research : the hows and whys of applied research, 3rd ed., The Hague : Eleven International Publishing ; Chicago, IL, USA

##### **2.2 Additional Readings**

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

1. How to write a graduate level paper, <http://library.royalroads.ca/writing-centre> /how-write-graduate-level-essay