# City University of Hong Kong Course Syllabus

# offered by Department of Public Policy with effect from Summer 2018

Part I Course Overv	riew
Course Title:	Research Methods for Housing Studies
Course Code:	POL6803
Course Duration:	One semester
Credit Units:	2
Level:	_P6
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	Nil
Precursors: (Course Code and Title)	Nil
Equivalent Courses: (Course Code and Title)	POL5505 Research Methods for Urban Managers
Exclusive Courses: (Course Code and Title)	Nil

### Part II Course Details

### 1. Abstract

This course aims to provide students with basic knowledge and skills in social research methods which include setting research questions, collecting and processing data as well as analysing and presenting the research outputs. Particular emphasis will be put on the critical evaluation of research findings and the techniques student required for their capstone projects. Equal emphasis will be put on the quantitative and qualitative approaches of social research.

## 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	Discov	ery-en	riched
		(if	curricu	ılum re	lated
		applicable)	learnin	ig outco	omes
			(please	e tick	where
			approp	riate)	
			A1	A2	A3
1.	Critically appraise current and emerging quantitative and			X	
	qualitative approaches of social research				
2.	Critically evaluate findings from research			X	
3.	Design basic quantitative and qualitative research project				X
	with appropriate data collection and data analysis tools				
4.	Produce research reporting in both written as well as oral				X
	means				
5.	Illustrating the ethical issues in the research process		X		
	-	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.

**Teaching and Learning Activities (TLAs)** (TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	C	CILO No.				Hours/week (if
		1 2 3 4 5					
Lectures /	On basic knowledge and skills on research	X	X	X	X	X	15 hours in total
workshop	methods – theories, data collection, data						
_	analysis, data presentation and critique						
Presentation and	Presentation sessions in seminars and hand-			X	X	X	9 hours in total
hand on practice	on exercise session						
Research proposal	Preparing a research proposal in group		X	X	X		Estimated 10
	meetings outside scheduled classes						hours in total of
							private study
Consultation	Consultation sessions on data analysis and			X	X	X	2 hours in total
	research report writing						

# 4. Assessment Tasks/Activities (ATs)

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

Assessment Tasks/Activities		ILC	) N	o.		Weighting	Remarks	
	1	2	3	4	5			
Continuous Assessment: 100%								
Assignment	X	X	Х		X	30%	Different components of proposal delivered over the semester.	
Activities		X		X	X	40%	Practicing quantitative and qualitative research methods learnt and in lectures; and writing a reflexive report, such as inclass role play, presentation, oncampus survey and interview practice, transcription and reflexive reports.	
Final research proposal			X	X	X	30%		
						100%		

# 5. Assessment Rubrics

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

Activities  Activities  Incorporate knowledge research methods. What kind of questions is suitable for research proposal methods. Y Understand the advantages and disadvantages of each method  Final Research proposal eigen of research design with methods for design same disages of research design same disages of research design. Some understanding of different component and stages of research design. Some demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.  Activities  A	Assessment	Criterion	Excellent	Good	Fair	Marginal	Failure
design a research project using the theories and methods learned from the class.  Activities  Understand how to use survey and interview research since survey and interview research methods? Understand the advantages and disadvantages of each method after the proposal of each method after the proposal of each method of effective methodologies of each method effective methodologies of each method effective methodologies of each method and stages of research design. Nome demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.  Evaluation of demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.  Evaluation of demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.  Evaluation of demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.  Evaluation of demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.  Evaluation of demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.  Evaluation of demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.  Evaluation of design. Now and choosing effective methodology.  Evaluation of questionnaire/interview questions. Some on each method after the practice.  Evaluation of design. Limited demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.  Evaluation of questionnaire/interview questions on each method after the practice.  Evaluation of design. Evaluation of identifying a research topic, building a theoretical framework and choosing effective methodology.  Evaluation of questionnaire/interview questions on each method after the practice.  E	Task		(A+, A, A-)	(B+, B, B-)	(C+, C, C-)		(F)
research project using the thories and methods learned from the class.  Activities    Multiple	Assignment	Be able to	Good understanding of	Fair understanding of	Some understanding of	Obviously limited	Poor understanding of
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methods.	research proposal as	research proposal as	research proposal as	research proposal as	well as carrying out the
	well as carrying out the	study. Little			
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	effective	communication of the	communication of the	communication of the	findings to a broader
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	audience.				

## 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.)

The logic of social inquiry, paradigm and theory, Research design, Measurement, conceptualisation and operationalisation, Sampling, Social survey, Quantitative data analysis, qualitative research design, indepth interviewing, case study, Ethnics of social research, Presentation, appreciation and evaluation of social 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. Babbie, E (2006) The Practice of Social Research (11<sup>th</sup> edition), Wadsworth: Thomason Learning (available in the book store and semi-close reserve of the library) [8<sup>th</sup> (1998) and 9<sup>th</sup> editions (2001) and 10<sup>th</sup> (2003) can also be used].
- 2. Bryman, A. (2004) Social Research Methods (2<sup>nd</sup> edition), Oxford: Oxford University Press.
- 3. Berg, B.L. (2004) Qualitative research methods for the social sciences 5th ed. Boston: Allyn and Bacon).
- 4. Gilbert, N. (2001) Researching Social Life, second edition, London: Sage.
- 5. Schutt, R. (1999) Investigating the Social World (second edition), Thousand Oak, Calif: Pine Forge Press.
- 6. Miller, Gerald J. and Whicker, Marcia L. (1999) Handbook of research methods in public administration (ed), New York : M. Dekker
- 7. Johnson, Gail (2002) Research methods for public administrators, Westport, CT: Quorum Books..
- 8. Robertson, D. S. McLaughlin, Pat (1996) Looking into housing: a practical guide to housing research, Coventry: Chartered Institute of Housing.
- 9. Bell, Judith (2005) Doing your research project: a guide for first-time researchers in education, health and social science 4th ed. Maidenhead, England; New York: Open University Press.
- 10. Punch, Keith (2006) Developing effective research proposals, 2nd ed, London; Thousand Oaks, Calif.: SAGE.

## 2.2 Additional Readings

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

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