

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Course Title:	<u>Research Methods for Housing Studies</u>
Course Code:	<u>POL6803</u>
Course Duration:	<u>One semester</u>
Credit Units:	<u>2</u>
Level:	<u>P6</u>
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>POL5505 Research Methods for Urban Managers</u>
Exclusive Courses: <i>(Course Code and Title)</i>	<u>Nil</u>

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 (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Critically appraise current and emerging quantitative and qualitative approaches of social research			X	
2.	Critically evaluate findings from research			X	
3.	Design basic quantitative and qualitative research project with appropriate data collection and data analysis tools				X
4.	Produce research reporting in both written as well as oral means				X
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.

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 / workshop	On basic knowledge and skills on research methods – theories, data collection, data analysis, data presentation and critique	x	x	x	x	x	15 hours in total
Presentation and hand on practice	Presentation sessions in seminars and hand-on exercise session			x	x	x	9 hours in total
Research proposal	Preparing a research proposal in group meetings outside scheduled classes		x	x	x		Estimated 10 hours in total of private study
Consultation	Consultation sessions on data analysis and research report writing			x	x	x	2 hours in total

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: 100%							
Assignment	x	x	x		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 in-class role play, presentation, on-campus 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.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Assignment	Be able to design a research project using the theories and methods learned from the class.	Good understanding of different component and stages of research design. Well demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.	Fair understanding of different component and stages of research design. Fairly demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.	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.	Obviously limited understanding of different component and stages of research design. Limited demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.	Poor understanding of different component and stages of research design. Poorly demonstrated capacity of identifying a research topic, building a theoretical framework and choosing effective methodology.
Activities	Understand how to use survey and interview research methods. What kind of questions is suitable for the methods? Understand the advantages and disadvantages of each method	Good design of questionnaire/interview questions. Well incorporate knowledge learnt class. Good reflections on each method after the practice.	Fair design of questionnaire/interview questions. Fairly incorporate knowledge learnt class. Good reflections on each method after the practice.	Started to design of questionnaire/interview questions. Some incorporate knowledge learnt class. Good reflections on each method after the practice.	Obviously limitations in design of questionnaire/interview questions. Limited incorporate knowledge learnt class. Good reflections on each method after the practice.	Poor design of questionnaire/interview questions. Poorly incorporate knowledge learnt class. Good reflections on each method after the practice.
Final research proposal	Research design with effective methodologies for research questions, integrating	Good grasp of knowledge of both the quantitative and qualitative methods for data collection and analysis. Well demonstrated capacity	Fair grasp of knowledge of both the quantitative and qualitative methods for data collection and analysis. Fairly demonstrated capacity	Some grasp of knowledge of both the quantitative and qualitative methods for data collection and analysis. Some demonstrated capacity	Obviously limited knowledge of both the quantitative and qualitative methods for data collection and analysis. Limited demonstrated capacity	Sparse knowledge of both the quantitative and qualitative methods for data collection and analysis. Little demonstrated capacity in developing

	qualitative and quantitative methods.	in developing a scientific and feasible research proposal as well as carrying out the study. Clear and effective communication of the findings to a broader audience.	in developing a scientific and feasible research proposal as well as carrying out the study. Fair communication of the findings to a broader audience.	in developing a scientific and feasible research proposal as well as carrying out the study. Some communication of the findings to a broader audience.	in developing a scientific and feasible research proposal as well as carrying out the study. Limited communication of the findings to a broader audience.	a scientific and feasible research proposal as well as carrying out the study. Little communication of the findings to a broader audience.
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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* (11th edition), Wadsworth: Thomson Learning (available in the book store and semi-close reserve of the library) [8th (1998) and 9th editions (2001) and 10th (2003) can also be used].
2. Bryman, A. (2004) *Social Research Methods* (2nd 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.)