

# EN6943: CAPSTONE PROJECT

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**Effective Term**

Semester B 2025/26

## Part I Course Overview

**Course Title**

Capstone Project

**Subject Code**

EN - English

**Course Number**

6943

**Academic Unit**

English (EN)

**College/School**

College of Liberal Arts and Social Sciences (CH)

**Course Duration**

One Semester

**Credit Units**

6

**Level**

P5, P6 - Postgraduate Degree

**Medium of Instruction**

English

**Medium of Assessment**

English

**Prerequisites**

EN6471 Research Methods in English Studies [See Additional Information (1)] or EN6508 Critical Approaches to Literature [See Additional Information (2)(3)]

**Precursors**

Nil

**Equivalent Courses**

Nil

**Exclusive Courses**

EN6941 Dissertation

**Additional Information**

- (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.

## Part II Course Details

### Abstract

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.

### Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-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	x	x	x
2 Design, conduct and manage the project rigorously by applying knowledge gained in CILO 1 and observing the University's research ethic guidelines;	25	x	x	x
3 Discuss different aspects of the project in a logical, precise, and coherent manner;	30	x	x	x
4 Reflect critically on and communicate the experience gained through the project	25	x		x

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1 Seminars and workshops	Students will attend seminars / workshops in order to gain knowledge about particular topics and skills required to complete the project.	1, 2, 3, 4	
2 Research	Students will acquire specialist knowledge on a focused area of inquiry by conducting research on their chosen topic.	1, 4	

3	Project definition	Students will define the scope of, formulate, and execute a project related to their area of inquiry.	2, 4	
4	Writing	Students will describe their research projects through different forms of formal academic writing.	2, 3, 4	
5	Consultation	Students will consult and discuss their projects with a supervisor.	1, 2, 3, 4	

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Project Overview Student prepare an overview that defines a) the aims of the project, b) the expected output and c) an action plan to achieve the output.	1, 2, 3, 4	10	Group Assessed; GenAI acceptable for brainstorming ideas, suggesting data collection methods, outlining, language editing. Students are expected to independently locate, read, and evaluate all sources.	Yes
2	Critical Survey Students conduct a comprehensive review of relevant academic sources.	1, 2, 3, 4	40	Individually Assessed; GenAI acceptable for brainstorming research questions and search terms; using AI to identify potential research sources as a starting point; outlining; language editing, assisting research tool development and data analysis processes. Students are expected to independently locate, read, and evaluate all sources.	Yes

3	Project output Students create a collaborative project that synthesizes and contextualizes an area of research relevant to English studies.	1, 2, 3, 4	40	Group Assessed; GenAI acceptable for generating images and visuals, assisting with video production, language editing suggestions	Yes
4	Peer commentary Students write a brief commentary on a selection of their peers' outputs.	1, 3, 4	10	Individually Assessed; GenAI is not recommended for this task.	No

**Continuous Assessment (%)**

100

**Minimum Continuous Assessment Passing Requirement (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

Project Overview

**Criterion**

Research Approach

**Excellent**

(A+, A, A-) Addresses specific issues or problems that are relevant to the area of study. Well supported. Compelling and original approach that demonstrates an understanding of relevant research.

**Good**

(B+, B, B-) Addresses issues or problems that are relevant to the area of study although not always well supported or detailed. Well defined approach that demonstrates an understanding of relevant research.

**Fair**

(C+, C, C-) Identifies some issues or problems but not always well supported or relevant. The approach needs to be more clearly defined in relation to the field of study.

**Marginal**

(D) The overview provides a limited or vague definition of issues or problems. The approach is not well defined in relation to the field of study.

**Failure**

(F) The overview does not adequately describe relevant issues or problems. The approach is not described or remains unclear.

**Assessment Task**

Project Overview

**Criterion**

## Organization and Focus

### **Excellent**

(A+, A, A-) The overview has a sharp focus and appropriate organizational plan. Ideas are logically developed in sufficient detail

### **Good**

(B+, B, B-) The overview has a clear focus and appropriate organizational plan with weaknesses or lack of cohesion in some parts.

### **Fair**

(C+, C, C-) The overview has a recognizable proposal structure, but the overall organization plan and/or its implementation lacks cohesion or clear focus.

### **Marginal**

(D) The overview is lacking in terms of appropriate structure and focus. The aims and expected outcomes are not well defined. The methodology and the plan of action lacks clarity

### **Failure**

(F) Lacks a recognizable and appropriate structure. Unclear focus. The aims and expected outcomes are very poorly described.

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## **Assessment Task**

### Project Overview

#### **Criterion**

##### Language

#### **Excellent**

(A+, A, A-) Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.

#### **Good**

(B+, B, B-) Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.

#### **Fair**

(C+, C, C-) Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension.

#### **Marginal**

(D) Lexicogrammar is often inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.

#### **Failure**

(F) Lexicogrammar is mostly inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.

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## **Assessment Task**

### Critical Survey

#### **Criterion**

##### Research Engagement

**Excellent**

(A+, A, A-) Engages with specific issues or problems and is well supported through appropriate referencing and citation. Demonstrates a deep understanding of relevant research.

**Good**

(B+, B, B-) Engages with issues or problems and is generally well supported through appropriate referencing and citation. Demonstrates a good understanding of relevant research.

**Fair**

(C+, C, C-) Engages with issues or problems and is supported through appropriate referencing and citation. Demonstrates an adequate understanding of relevant research.

**Marginal**

(D) Does not sufficiently engage with issues or problems and/or is lacking in terms of appropriate referencing and citation. Demonstrates a very limited understanding of relevant research.

**Failure**

(F) Does not engage with issues or problems in a meaningful way and may also be lacking in terms of appropriate referencing and citation. Demonstrates a poor understanding of relevant research.

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**Assessment Task**

Critical Survey

**Criterion**

Organization and Focus

**Excellent**

(A+, A, A-) The survey has a sharp focus and appropriate organizational structure. Ideas are logically developed in sufficient detail

**Good**

(B+, B, B-) The survey has a clear focus and appropriate organizational structure with weaknesses or lack of cohesion in some parts.

**Fair**

(C+, C, C-) The survey has a recognizable structure, but the overall organization structure lacks cohesion or clear focus.

**Marginal**

(D) The survey is lacking in terms of appropriate structure and focus. The focus is not well defined.

**Failure**

(F) Lacks a recognizable and appropriate structure. Unclear focus. The aims and expected outcomes are very poorly described.

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**Assessment Task**

Critical Survey

**Criterion**

Language

**Excellent**

(A+, A, A-) Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.

**Good**

(B+, B, B-) Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.

**Fair**

(C+, C, C-) Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension.

**Marginal**

(D) Lexicogrammar is often inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.

**Failure**

(F) Lexicogrammar is mostly inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.

**Assessment Task**

Project Output

**Criterion**

Design

**Excellent**

(A+, A, A-)

- 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

**Good**

(B+, B, B-)

- 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

**Fair**

(C+, C, C-)

- 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

**Marginal**

(D)

- There is only a minimal effort to design the output into a coherent and attractive form
- Most ideas are not clearly presented in relation to the project organization
- Minimal effort to engage readers through multimodal elements

**Failure**

(F)

- 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 inappropriate use of multimodal elements

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### **Assessment Task**

Project Output

#### **Criterion**

Research Engagement

#### **Excellent**

(A+, A, A-) Demonstrates deep engagement with research and/or primary texts as appropriate to the project. Original, compelling connections to social, professional, or cultural contexts.

#### **Good**

(B+, B, B-) Demonstrates a good engagement scholarship and/or primary texts as appropriate to the project. Good connections to social, professional, or cultural contexts.

#### **Fair**

(C+, C, C-) Displays a fair engagement with scholarship and/or primary texts as appropriate to the project. Adequate connections to social, professional, or cultural contexts.

#### **Marginal**

(D) Displays a limited engagement with scholarship and/or primary texts as appropriate to the project. Limited effort to make connections to social, professional, or cultural contexts.

#### **Failure**

(F) Displays a very superficial or incorrect understanding of scholarship and/or primary texts as appropriate to the project. Insufficient effort to make connections to social, professional, or cultural contexts.

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### **Assessment Task**

Project Output

#### **Criterion**

Language

#### **Excellent**

(A+, A, A-) Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.

#### **Good**

(B+, B, B-) Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.

#### **Fair**

(C+, C, C-) Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension.

#### **Marginal**

(D) Lexicogrammar is often inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.

#### **Failure**

(F) Lexicogrammar is mostly inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.

**Assessment Task**

Peer commentary

**Criterion**

Engagement with Peer's outputs

**Excellent**

(A+, A, A-) Engages with specific issues or problems and is well supported through appropriate referencing and citation. Demonstrates a deep understanding of their peers output.

**Good**

(B+, B, B-) Engages with issues or problems and is generally well supported through appropriate referencing and citation. Demonstrates a good understanding of their peers output.

**Fair**

(C+, C, C-) Engages with issues or problems and is supported through appropriate referencing and citation. Demonstrates an adequate understanding of their peers output.

**Marginal**

(D) Does not sufficiently engage with issues or problems and/or is lacking in terms of appropriate referencing and citation. Demonstrates a very limited understanding of their peers output.

**Failure**

(F) Does not engage with issues or problems in a meaningful way and may also be lacking in terms of appropriate referencing and citation. Demonstrates a poor understanding of their peers output.

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**Assessment Task**

Peer commentary

**Criterion**

Organization and Focus

**Excellent**

(A+, A, A-) The commentary has a sharp focus and appropriate organizational structure. Ideas are logically developed in sufficient detail.

**Good**

(B+, B, B-) The commentary has a clear focus and appropriate organizational structure, with weaknesses or lack of cohesion in some parts.

**Fair**

(C+, C, C-) The commentary has a recognizable structure, but the overall organization structure lacks cohesion or clear focus.

**Marginal**

(D) The commentary is lacking in terms of appropriate structure and focus.

**Failure**

(F) Lacks a recognizable and appropriate structure. Unclear focus. The aims and expected outcomes are very poorly described.

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**Assessment Task**

Peer commentary

**Criterion**

Language

**Excellent**

(A+, A, A-) Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.

**Good**

(B+, B, B-) Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.

**Fair**

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**Marginal**

(D) Lexicogrammar is often inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.

**Failure**

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**Part III Other Information****Keyword Syllabus**

research, capstone project

**Reading List****Compulsory Readings**

	<b>Title</b>
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 WR 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

**Additional Readings**

	<b>Title</b>
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, SR (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