

SS4296: CRIMINOLOGY CAPSTONE RESEARCH PROJECT

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

Criminology Capstone Research Project

Subject Code

SS - Social and Behavioural Sciences

Course Number

4296

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

Two Semesters

Credit Units

0-6

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course aims to enable students to consolidate their acquired knowledge in criminology and research methods and apply them to the planning and conducting of a research project in a specific topic of criminology. The course is designed to foster independent thinking and to encourage intellectual debate among students through their investigation of significant issues or problems of concern to criminologists.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1 critically describe the research literature related to the topic of study;	10	x	x	
2 integrate relevant literature into the theoretical framework;	10	x	x	x
3 identify valid research questions/variables for study;	10	x	x	x
4 design research methods with the theoretical framework; and	10	x	x	x
5 conduct data collection and analysis and write up a research report.	60	x	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 LTA1: Group Work	Students will participate in groups to consolidate their learning as they work towards their final year project write up.	1, 2, 3, 4, 5	
2 LTA2: Supervision Session	Students will engage in supervision session to enhance their learning.	1, 2, 3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1 Participation & Attitude	1, 2, 3, 4	10	AI is unable to assist with this.	No

2	Research Project Write Up	1, 2, 3, 4	70	Allow AI to 1. Proof read and edit 2. Generate initial ideas 3. Conduct preliminary analyses	Yes
3	Poster	1, 2, 3, 4, 5	20	Allow AI to 1. Proof read and edit 2. Generate initial ideas 3. Conduct preliminary analyses	Yes

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Research Project

Criterion

Evaluation criteria for a university group research project include clarity of research objectives, quality of methodology, collaboration and teamwork, critical analysis, data accuracy, originality, presentation skills, adherence to deadlines, citation accuracy, and overall contribution to the field. Effective communication and problem-solving are also essential for successful completion.

Excellent (A+, A, A-)

Exceptional criteria include originality, rigorous analysis, effective teamwork, clear communication, innovative methodology, insightful conclusions, and precise presentation.

Good (B+, B, B-)

Satisfactory criteria encompass a basic understanding, complete data collection, clear presentation, effective team cooperation, and adherence to guidelines and deadlines.

Fair (C+, C, C-)

C-grade criteria include satisfactory effort, mostly complete work, a basic understanding, some organisation, and the ability to meet minimum project requirements.

Marginal (D)

Poor criteria involve incomplete work, lack of cooperation, unclear communication, inaccurate data, missed deadlines, and minimal effort.

Failure (F)

Failure include incomplete or missing work, lack of understanding, poor quality, failure to meet requirements, missed deadlines and no effective teamwork or effort.

Assessment Task

Poster

Criterion

Criteria for a poster derived from a group research project include clear presentation of key findings, visual appeal, concise and logical content, effective use of graphics, proper citations, teamwork reflection, and alignment with research objectives.

Excellent (A+, A, A-)

Excellent criteria for a research project poster include clear, concise information; engaging visuals; logical flow; accurate data; innovative insights; professional design; proper citations; and effective teamwork demonstration.

Good (B+, B, B-)

Good criteria for a research project poster include organized content, clear visuals, accurate information, concise text, logical structure, proper citations, and effective presentation skills.

Fair (C+, C, C-)

C grade poster criteria include adequate content, basic visuals, some organization, limited clarity, minor errors, and meeting minimum presentation standards.

Marginal (D)

A marginal poster exhibits minimal organization, unclear visuals, insufficient content, inaccuracies, poor readability, and does not effectively communicate the research.

Failure (F)

A failed poster lacks clarity, contains significant errors, has poor or missing visuals, inadequate content, and fails to effectively communicate the research findings.

Assessment Task

Participation & Attitude

Criterion

Participation and attitude criteria include consistent engagement in discussions, respectful behavior towards peers and instructors, active listening, willingness to contribute ideas, punctuality, preparedness, positive energy, teamwork, open-mindedness, responsiveness, and demonstrating a proactive attitude towards learning and class activities. These qualities foster a productive and respectful learning environment.

Excellent (A+, A, A-)

Excellent participation is demonstrated through consistent and active engagement in class discussions, offering insightful and well-thought-out contributions. Students exhibit respectful communication, attentively listen to peers, and respond thoughtfully. They arrive prepared, punctual, and demonstrate enthusiasm and a proactive attitude towards learning. Effective collaboration and encouragement of peer involvement are evident, along with critical thinking and a positive, reliable attitude. Overall, such students significantly enrich the learning environment through their dedication and active involvement.

Good (B+, B, B-)

Good participation is shown through regular engagement in class discussions, contributing relevant ideas and responses. Students communicate respectfully, listen attentively, and support a positive classroom environment. They arrive prepared, punctual, and demonstrate enthusiasm for learning. While their involvement is consistent, there may be occasional opportunities to contribute more actively or demonstrate greater initiative and collaboration.

Fair (C+, C, C-)

Fair participation is characterized by occasional engagement in class discussions, with limited or hesitant contributions. Students show basic respect and listen when prompted, but their involvement may lack consistency or depth. They arrive

mostly prepared and punctual but may need encouragement to participate more actively or confidently. Overall, their contribution supports the learning environment, though there is room for increased involvement.

Marginal (D)

Marginal participation is characterized by minimal engagement in class activities, with infrequent or superficial contributions. Students rarely participate in discussions, show limited interest or preparation, and may be passive listeners. Their involvement does not significantly contribute to the learning environment, and increased effort and consistency are needed to enhance their participation.

Failure (F)

Failed participation is marked by a complete lack of engagement in class activities, no contributions to discussions, and a lack of preparation or interest. Students are frequently absent or disruptive, showing little respect for peers and the learning process. Their minimal or negative involvement significantly detracts from the classroom environment, hindering overall learning.

Part III Other Information

Keyword Syllabus

There is no formal syllabus in terms of contents but the course will consist of:

- group discussion for the determination of research topics and exchange of ideas in literature review;
- use of specific research reference sources;
- research design and data collection;
- data analysis and interpretation; and
- preparation and presentation of the research findings.

Reading List

Compulsory Readings

Title	
1	Dodge, M., & Faria, R. (Eds.). (2023). <i>Qualitative research in criminology#: cutting-edge methods</i> . Springer.
2	Miller, J., & Palacios, W. R. (2017). <i>Qualitative Research in Criminology: Advances in Criminological Theory</i> (1st edition., Vol. 20). Taylor and Francis. https://doi.org/10.4324/9781315127880
3	Weisburd, D. (2024). <i>The future of the criminology of place#: new directions for research and practice</i> . Cambridge University Press.

Additional Readings

Title	
1	Moore, N. (2013). <i>How to Do Research: A practical guide to designing and managing research projects</i> (3rd, rev. ed. ed.). Facet Publishing. https://doi.org/10.29085/9781856049825
2	Coleman, R., Jungnickel, K., & Puwar, N. (2024). <i>How to Do Social Research With.</i> (1st ed.). Goldsmiths, University London.