Subject Code	ENGL4003
Subject Title	Capstone Project for Language Studies
Credit Value	6
Level	4
Pre-requisite	ENGL3002 Research Methods for Language Studies
Objectives	To build on knowledge students have acquired from the subject Research Methods for Language Studies, as well as from other relevant courses learned during the first three years of the Programme, the Capstone Project aims at helping students to carry out a systematic investigation of issues related to English language or communication, preferably in professional contexts, including educational contexts.

Intended Learning Outcomes	Upon completion of the subject, students will be able to:
	
	Category A: Professional/academic knowledge and skills
	
	  a. Demonstrate a high level of professional communicative competence in English through a final project;
	  b. identify and analyse language-related issues systematically and logically;
	  c. select, organise, and integrate knowledge from one or more areas of English language studies to tackle topics selected for the project;
	  d. present research results in a clear, effective, and convincing manner.
	
	Category B: Attributes for all-roundedness
	
	  e. develop the ability to work critically, learn independently, and find/integrate information from different sources required in solving real-life problems;
	  f. exercise sound judgement and develop intellectual curiosity;
	  g. display good skills in time and self-management;
	  h. apply problem-solving skills to careers, personal development, and life-long learning.

Subject Synopsis/ Indicative Syllabus	With advice from the Capstone Project Coordinator and Project Supervisors, students select, justify, and apply techniques learnt from Research Methods for Language Studies and other related subjects to design, conduct, and produce a Capstone Project for submission by the end of Semester 2, Year 4. Detailed guidelines for

conducting the Capstone Project will be made available to students at the beginning of Semester 1, Year 4.

The Capstone Project may consist of either a 6,000-word dissertation or an alternative medium/format project (e.g., poster with presentation, advertising campaign, video, short story) accompanied by a 500-to-1000-word written document.

In conceptualising and designing the project, students can consider one of the following directions:

1. Students can follow usual approaches to designing and conducting a research project, applying skills and knowledge learnt from the subject Research Methods for Language Studies and other subjects.
2. Students may wish to consider conducting the project in the context of professional workplaces. For example, they can design and conduct the project at the organization where they completed their Work-Integrated Education (WIE) placements or Service-Learning course, with permission from their workplace supervisors. In this case, students are encouraged to consider designing a project for solving a practical problem related to the actual workplace/profession/industry/community.

Teaching/ Learning Methodology	Capstone Projects are coordinated by the Project Coordinator. Each student will be assigned a Project Supervisor. Students will take two semesters to complete the subject. The teaching/learning activities include regular project meetings with the Supervisor, guided study of project materials, independent project development work, and other project management tasks.

Assessment Methods in Alignment with Intended Learning Outcomes

Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)							
		a	b	c	d	e	f	g	h
1. Capstone Project	70%	✓	✓	✓	✓	✓	✓	✓	✓
2. Semester 1 Capstone Progress	15%					✓	✓	✓	

Report									
3. Semester 2 Capstone Progress Report	15%					✓	✓	✓	
Total	100%								

The Capstone is completed over the course of two semesters. During each semester students must: 1) discuss their progress with their supervisor a minimum of three times and 2) submit the Capstone Progress Report (with supervisor's signature) before the end of the semester. The supervisor will provide confidential marks on each of the Capstone Progress Reports (due at the end of Semester 1 and Semester 2, respectively) that will in total contribute 30% of the student's overall grade on the Capstone Project. If a student fails to discuss their progress with their supervisor a minimum of three times during each semester they are enrolled in the Capstone, or if the supervisor's comments via the Capstone Progress Report indicate that the student is not making satisfactory progress, then the student may receive a score of zero on that Capstone Progress Report.

As the Capstone Project intends to measure the integrated knowledge and skills of the student, the Capstone Project will be assessed by the student's assigned Supervisor as well as an assigned Second Marker. 30% of the Supervisor's mark is based on the Supervisor's holistic evaluation of the student's performance throughout the project as indicated via the two Capstone Progress Report. Assessment procedures are described in detail in the Capstone Project Guidelines.

It is expected that students will be able to integrate what they have learned from the BAEAL Programme to produce a high-quality project. This project will not only contribute to the fulfilment of the subject's intended learning outcomes but also to the students' long-term development of their professional and academic knowledge and skills, as well as a variety of general attributes, especially their ability to learn independently, think critically and analytically, and solve real-world problems with what they have learned from the programme.

Student Study	Consultation	10 Hrs.

Effort Expected	Independent research	200 Hrs.
	Total student study effort	210 hrs
Reading List and References	Babbie, E. (2020). *The practice of social research* (15th ed.). Cengage Learning. Bell, E., Bryman, A., & Harley, B. (2019). *Business research methods* (5th ed.). Oxford University Press. Burns, R. B. (2000). *Introduction to research methods* (4th ed.). SAGE Publications. Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications. Davis, K. A. (1995). Qualitative theory and methods in applied linguistics research. *TESOL Quarterly*, *29*(3), 427-453. Dörnyei, Z. (2007). *Research methods in applied linguistics.* Oxford University Press. Dörnyei, Z. (2010). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). Routledge. Garson, G. D. (2002). *Guide to writing empirical papers, theses, and dissertations*. Routledge. Kumar, R. (2011). *Research methodology: A step-by-step guide for beginners* (3rd ed.). SAGE Publications. Mauch, J. E., & Park, N. (2003). *Guide to the successful thesis and dissertation: A handbook for students and faculty* (5th ed.). Marcel Dekker. Merrigan, G., & Huston, C. (2019). *Communication research methods* (4th ed.). Oxford University Press. Polonskey, M. J. (2018). *Designing and managing a research project: A business student's guide* (4th ed.). SAGE Publications. Reinhart, S. M. (2013). *Giving academic presentations* (2nd ed.). University of Michigan Press. Ruane, J. M. (2005). *Essentials of research methods: A guide to social science research*. Blackwell Publishing. Additional papers and books relevant to the student's specific project topic will be identified by the student or recommended by the Supervisor.