

<b>Subject Code</b>	ENGL4020
<b>Subject Title</b>	Capstone Project for Language Studies
<b>Credit Value</b>	3
<b>Level</b>	4
<b>Pre-requisite</b>	ENGL3002 (Research Methods for Language Studies)
<b>Objectives</b>	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.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <p><b>Category A: Professional/academic knowledge and skills</b></p> <ol style="list-style-type: none"> <li>a. Demonstrate a high level of professional communicative competence in spoken and written English through oral progress reports and the final dissertation;</li> <li>b. identify and analyse language related issues systematically and logically;</li> <li>c. select, organise and integrate knowledge from one or more areas of English language studies to tackle topics selected for the project;</li> <li>d. present research results in a clear, effective and convincing manner.</li> </ol> <p><b>Category B: Attributes for all-roundedness</b></p> <ol style="list-style-type: none"> <li>e. work critically and independently;</li> <li>f. exercise sound judgement and develop intellectual curiosity;</li> <li>g. display good skills in time and self management;</li> <li>h. apply problem-solving skills to careers, personal development and life-long learning.</li> </ol>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>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 write up the Dissertation for submission by the end of Semester 8 or the last semester of study in the Programme. Detailed guidelines for conducting the Capstone Project will be made available to the students in the final two semesters.</p> <p>In conceptualising and designing the project, students can consider one of the following directions:</p>

	<ol style="list-style-type: none"> <li>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.</li> <li>Students may wish to consider conducting the project in the context of professional workplaces. For example, they can design and conduct the project at work or Service Learning, of 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. Students should consult your project supervisor before finalising the design of the project.</li> </ol>																																						
<b>Teaching/ Learning Methodology</b>	<p>Capstone Projects are coordinated by the Project Coordinator. Each student will be assigned a Project Supervisor. Students will take one semester to complete the subject, and are required to complete the subject independently, or alternative arrangement made together with project coordinator and supervisor, with regular advice from their Project Supervisors.</p>																																						
<b>Assessment Methods in Alignment with Intended Learning Outcomes</b>	<table border="1" data-bbox="505 984 1333 1350"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="8">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> <th>g</th> <th>h</th> </tr> </thead> <tbody> <tr> <td>1. Capstone Project Paper</td> <td>100%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="8"></td> </tr> </tbody> </table> <p>As a capstone project to measure the integrated knowledge and skills of the student, the Capstone Project Paper (approximately 3,000 words) will be assessed by their own Supervisor as well as a Second Marker. In case of discrepancies larger than a grade level, a Third Marker will be involved. Assessment procedures are described in detail in the Capstone Project Guidelines.</p> <p>It is expected that students will be able to integrate what they have learned from the BAEBPC Programme to produce a high-quality project paper, or a dissertation. This project work will not only contribute to the fulfilment of the subject's intended learning outcomes but also to students' long-term development of their professional and academic knowledge and skills, as well as a variety of generic attributes, especially their ability to learn independently, think critically and analytically, solve real-world problems with what they have learned from the programme.</p>	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 Paper	100%	✓	✓	✓	✓	✓	✓	✓	✓	Total	100 %								
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		a	b	c	d	e	f	g	h																														
1. Capstone Project Paper	100%	✓	✓	✓	✓	✓	✓	✓	✓																														
Total	100 %																																						

	Consultation	5 Hrs.
	Oral progress reports	5 Hrs.
	Independent research	90 Hrs.
	Total student study effort	100 hrs
<b>Reading List and References</b>	<p>Babbie, E. (2004). <i>The Practice of Social Research</i>. (10th ed.). Belmont, CA: Wadsworth.</p> <p>Bryman, A. (2003). <i>Business Research Methods</i>. Oxford &amp; New York: Oxford University Press.</p> <p>Creswell, J. W. (2007). <i>Qualitative inquiry and research design: Choosing among five approaches</i> (2<sup>nd</sup> Ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Creswell, J. W. (2008). <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (3<sup>rd</sup> Ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Davis, K. A. (1995). Qualitative theory and methods in applied linguistics research. <i>TESOL Quarterly</i>, 29(3), 427-453.</p> <p>Dörnyei, Z. (2007). <i>Research methods in applied linguistics</i>. Oxford: Oxford University Press.</p> <p>Dörnyei, Z. (2010). <i>Questionnaires in second language research: Construction, administration and processing</i> (2<sup>nd</sup> Ed.). New York, NY: Routledge.</p> <p>Harmon, C. (2000). <i>Using the Internet, Online Services, and CD-ROMs for Writing Research and Term Papers</i> (2<sup>nd</sup> ed). New York &amp; London: Neal-Schuman.</p> <p>Merrigan, G. (2004). <i>Communication Research Methods</i>. Belmont, CA: Wadsworth/Thomson Learning.</p> <p>Polonskey, M. J. (2005). <i>Designing and Managing a Research Project: A Business Student's Guide</i>. Thousand Oaks, CA: SAGE.</p> <p>Ruane, J. M. (2005). <i>Essentials of Research Methods: A Guide to Social Science Research</i>. Malden, MA: Blackwell.</p> <p>Silverman, D. (2000). <i>Doing Qualitative Research: A Practical Handbook</i>. London: SAGE.</p> <p>Additional papers and books relevant to the student's specific project topic will be identified by the student or recommended by the Supervisor.</p>	

Modified by Francis Low, March 2014