

EN4575: RESEARCH FINAL YEAR PROJECT

Effective Term

Semester A 2024/25

Part I Course Overview

Course Title

Research Final Year Project

Subject Code

EN - English

Course Number

4575

Academic Unit

English (EN)

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

EN4579 Research Skills in English Studies

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course is a capstone experience that requires students to draw on their academic skills and knowledge acquired in the BA English programme to develop an independent research project under the supervision of an EN faculty member.

Under the guidance of an academic supervisor, the student will identify a suitable research topic, locate research materials, collect data or analyze texts, document and present the results. The project is normally completed in groups, though it may be completed individually under special circumstances. In the first semester, students will submit a revised project proposal, and a process portfolio, which usually includes an abstract, literature review, a sample chapter, and other relevant materials as required by the supervisor. Students will meet at least six times over the course of the year with their supervisor to discuss the direction and progress of the project. The final submission is an original and coherent research contribution of approximately 7000-10,000 words.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Apply theory to practice as a means of understanding and attempting to overcome specific challenges in English studies.		x	x	
2	Demonstrate an understanding of appropriate academic discussions.		x	x	
3	Apply critical reading, thinking, and writing skills in interpreting a range of texts		x	x	x
4	Acquire a competency in communicating research topics to a wider audience and/or within a group environment.		x	x	x
5	Generate creative and theoretically informed texts, which document relevant professional or academic experience.		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	Independent research	Student will work, collaboratively or independently, to gather data, conduct archival work, or generate literature reviews	1, 2, 3, 4	

2	Develop research skills through regular meetings with supervisor and feedback on their written work.	Students will develop research skills through regular consultations with their research supervisor as well as regular drafting and reviews of their research writing.	3, 4, 5	
3	Apply knowledge and research skills to the research and writing of an independent research project	Students will create an original research project that demonstrates their application of knowledge and research skills as well as their contribution to their chosen topic.	3, 4, 5	

Assessment Tasks / Activities (ATs)

ATs		CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Proposal and Process Portfolio. In the first half of the semester, students will submit a revised proposal and an action plan. At the end of the semester, they will submit a substantial amount of completed work including the following: an abstract, literature review, and a sample chapter, a timeline, and other materials as required by the supervisor.	1, 2, 3, 4	35	
2	Presentation. Students will present a summary and analysis of their project that they have designed and implemented.	3, 4, 5	15	
3	Final Submission	3, 4, 5	50	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Project Proposal

Criterion

Articulation of objectives

Excellent (A+, A, A-)

Objectives of the project are extremely well outlined, signaling an outstanding determination to generate and implement professional solutions to activate and manage the project.

Good (B+, B, B-)

Objectives of the project are well outlined, signaling a determination to generate and implement professional solutions to activate and manage the project.

Fair (C+, C, C-)

Objectives of the project are partly outlined, signaling a moderate determination to generate and implement professional solutions to activate and manage the project.

Marginal (D)

Objectives of the project are poorly outlined, signaling a lack of determination to generate and implement professional solutions to activate and manage the project.

Failure (F)

Objectives of the project are very badly outlined and inadequate, with no evidence of any determination to generate and implement professional solutions to activate and manage the project.

Assessment Task

Project Proposal

Criterion

Content & theoretical engagement

Excellent (A+, A, A-)

The content is very well selected and professionally developed.

All relevant information and key aspects of the project's strategy and tactics are comprehensively included for analysis, including a comprehensive timeline.

The information is comprehensively explained in terms of proposed project activities.

Good (B+, B, B-)

The content is well selected and professionally developed.

Most relevant information and key aspects of the project's strategy and tactics are included for analysis, including a workable timeline.

The information is sufficiently analyzed and explained in terms of proposed activities.

Fair (C+, C, C-)

The content selected is somewhat sufficient.

Only part of the information and key aspects of the project's strategy and tactics are included for analysis, including a sufficient timeline.

Only part of the information is analyzed and explained in terms of proposed activities.

Marginal (D)

The content selected is insufficient.

The content selected for analysis is sketchy and inadequate.

Only very limited information and key aspects of the project's strategy and tactics are included for analysis, including a poorly structured timeline.

The analysis in terms of proposed activities is not informative or comprehensive.

Failure (F)

The content selected for analysis is totally inadequate.

Very limited or inaccurate information and key aspects of the project's strategy and tactics is incorporated for analysis, with no timeline.

The analysis is not at all comprehensible.

Assessment Task

Project Proposal

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 inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.

Failure (F)

Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, frequently and seriously disrupting comprehension.

Assessment Task

Process Portfolio

Criterion

Content & theoretical engagement

Excellent (A+, A, A-)

The project documentation demonstrates a clear and original theoretical intervention. Documentation is substantial, detailed, and coherently presented.

Good (B+, B, B-)

The project documentation demonstrates a promising theoretical intervention. Documentation is substantial and well presented.

Fair (C+, C, C-)

The project's topic is clear but the theoretical intervention remains undefined. Documentation is apparent but not always sufficiently detailed or focused.

Marginal (D)

The project's theoretical intervention remains unclear. Documentation is insufficiently detailed and lacks focus.

Failure (F)

The topic is unclear and the theoretical intervention is not stated. Documentation lacking in substance and detail.

Assessment Task

Process Portfolio

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 inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.

Failure (F)

Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, frequently and seriously disrupting comprehension.

Assessment Task

Presentation

Criterion

Overview of project details

Excellent (A+, A, A-)

Presents a comprehensive overview of project details.

Good (B+, B, B-)

Presents a good overview of project details.

Fair (C+, C, C-)

Presents a fair overview of project details.

Marginal (D)

Presents a poor overview of project details.

Failure (F)

Presents an insufficient overview of project details.

Assessment Task

Presentation

Criterion

Organization and content

Excellent (A+, A, A-)

Content and structure of presentation are extremely well devised and comprehensive; provides insightful summary of the project challenges and achievements very comprehensively based on an outstanding ability to generate new knowledge and innovative solutions to inform practice.

Good (B+, B, B-)

Content and structure of presentation are well devised; discusses significant aspects of the project challenges and achievements in some detail.

Fair (C+, C, C-)

Content and structure of presentation are sketchily devised; highlights key aspects of the project challenges and achievements

Marginal (D)

Content and structure of presentation are poorly devised; highlights only some aspects of the project challenges and gives a limited presentation of them.

Failure (F)

Content and structure of presentation are extremely badly devised; highlights only very few aspects of the project challenges and achievements and presents very poorly.

Assessment Task

Presentation

Criterion

Delivery of presentation

Excellent (A+, A, A-)

Presentation delivered in a highly professional way with clarity and confidence.

Good (B+, B, B-)

Presentation delivered in a professional way and generally with clarity and confidence.

Fair (C+, C, C-)

Presentation delivered in fairly professional way with some lack of clarity or confidence not affecting comprehension negatively.

Marginal (D)

Presentation delivered in an unprofessional way with lack of clarity and/or hesitation negatively affecting comprehension to a significant extent.

Failure (F)

Presentation delivered in a highly unprofessional way with extreme hesitation or lack of clarity.

Assessment Task

Presentation

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 inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.

Failure (F)

Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, frequently and seriously disrupting comprehension.

Assessment Task

Final Submission

Criterion

Content

Excellent (A+, A, A-)

Project objectives clearly achieved. Students demonstrate a strong understanding of the relevant concepts and a very strong ability to apply them meaningfully.

Good (B+, B, B-)

Project objectives achieved. Students demonstrate a good understanding of the relevant concepts and a generally strong ability to apply them meaningfully.

Fair (C+, C, C-)

Project objectives are basically achieved. Students demonstrate an adequate understanding of the relevant concepts and an ability to apply them.

Marginal (D)

Project objectives are only marginally achieved. Students only show a superficial understanding of the relevant concepts and their application.

Failure (F)

Failed to achieve project objectives. Students show a superficial or inaccurate understanding of the relevant concepts, and that they have failed to apply them in the project.

Assessment Task

Final Submission

Criterion

Critical thinking and Argument

Excellent (A+, A, A-)

Demonstrates excellent skills of interpretation and analysis, with original insights into the primary texts/data. The project puts forward a clear, focused, and convincing argument.

Good (B+, B, B-)

Demonstrates good skills of interpretation and analysis, with some insights into the primary texts/data and concepts. The project puts forward a well-articulated, mostly focused and convincing argument.

Fair (C+, C, C-)

Demonstrates adequate skills of interpretation and analysis, though may remain superficial and disconnected from the primary texts/data and concepts. The argument may lose its focus and/or may not be clearly articulated or convincing.

Marginal (D)

Demonstrates limited skills of interpretation and analysis, with little engagement with course texts and concepts. The argument may lose its focus and/or may not be clearly articulated or convincing.

Failure (F)

No skills of interpretation and analysis demonstrated and/or no clear argument articulated.

Assessment Task

Final Submission

Criterion

Organisation

Excellent (A+, A, A-)

The project has a very effective focus and structure.

Good (B+, B, B-)

The project has an effective structure and focus.

Fair (C+, C, C-)

The project has fairly effective structure and focus.

Marginal (D)

The project structure and focus are not clear.

Failure (F)

Unclear project structure and focus.

Assessment Task

Final Submission

Criterion

Use of sources

Excellent (A+, A, A-)

Thoroughly informed by extensive reading in relevant areas; shows a mature understanding of the earlier literature; clearly situates the project in relation to the earlier literature; accurate and thorough citation of sources.

Good (B+, B, B-)

Informed by broad reading in relevant areas; shows an understanding of the earlier literature; situates the project in relation to the earlier literature; accurate citation of sources.

Fair (C+, C, C-)

Informed by reading in relevant areas; shows a generally adequate understanding of the earlier literature; partially situates the project in relation to the earlier literature; minor errors with the citation of sources.

Marginal (D)

Showed an insufficient understanding of the source materials and their application. Errors with the citation of sources.

Failure (F)

Failed to demonstrate an understanding of the source materials and their application.

Assessment Task

Final Submission

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 inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.

Failure (F)

Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, frequently and seriously disrupting comprehension.

Part III Other Information

Keyword Syllabus

Final year research project; capstone; collaborative research

Reading List

Compulsory Readings

Title	
1	Buckingham, L. (2016). Doing a research project in English studies: a guide for students. London#; New York: Routledge, Taylor & Francis Group.

Additional Readings

Title	
1	da Sousa Correa, D., & Owens, W. R. (Eds.). (2009). The handbook to literary research (2nd ed.). Routledge.
2	Paltridge, B. & Phakiti, A. (2018). Research methods in applied linguistics: A practical resource. Bloomsbury.