

B.A. (Honours) in Contemporary English Studies

Course Title	: Final Year Project
Course Code	: ENG4301
Recommended Study Year	: 4 th Year
No. of Credits/Term	: 3 (3x2 = 6 per year)
Mode of Tuition	: Individual Supervision
Class Contact Hours	: 1 hour every 2 weeks
Category	: Required Course
Prerequisite(s)	: Nil
Co-requisite(s)	: Nil
Exclusion(s)	: Nil
Exemption Requirement(s)	: Nil

Brief Course Description

This course aims to develop the students' ability to carry out extended investigation into a specific topic chosen by the student and approved by the English Department. Students may choose a literary, linguistic or practical topic. By producing a long paper, students will be asked to demonstrate and synthesize the subject matter knowledge, linguistic ability, academic writing skills and analytical power which they have developed over the four years of study.

Aims

1. Identify a topic of relevance and importance;
2. Use methods appropriate to the area of study;
3. Collect, analyse and evaluate research data or other materials;
4. Tackle a research or communicative problem efficiently;
5. Argue and reason logically and effectively;
6. Provide a fully annotated long essay, or commentary on their practical project, in an appropriate format.

Learning Outcomes (generic)

1. Demonstrate powers of analysis across a chosen form of discourse;
2. Demonstrate critical engagement with complex material;
3. Demonstrate the ability to research and identify questions;
4. Produce a coherent, sustained, persuasive written argument;
5. Demonstrate the ability to communicate with clarity, confidence (and possibly vividness and elegance) a range of language-based skills;
6. Demonstrate meticulous and scholarly presentation of material in the manner required;
7. Demonstrate knowledge of the status of empirical evidence and be able to demonstrate an understanding of different methodologies;
8. Demonstrate an ability to assimilate information from taught material, with independent reading, and produce written work that demonstrates a grasp of the main learning outcomes of particular courses;

Indicative Contents

Students are required to write a long paper of about 8-10,000 words (excluding notes and bibliography) on a topic of their choice, selected from contemporary literary studies, applied linguistic studies or practical skills studies. Those who choose a literary topic will be required to take a theme in literature or an approach to the study of literature, whereas those who choose a linguistic topic will be required to carry out empirical research in an area in applied linguistics.

Students choosing to write on a practical topic will need to work closely with the Department and/or the office of Service Learning to research the need for the project, and through evaluative feedback test whether the final product is of genuine practical use. These students will not only produce a communicative text or set of texts, but will write a commentary of at least 5000 words justifying their use of the appropriate linguistic, discursal, or literary features.

The course will begin with a three week taught unit designed to give specific guidance to students who have prepared proposals in either contemporary literary studies, applied linguistic studies or practical skills studies.

Students will give a presentation to the supervisor, at least one other member of staff, and fellow students early in the second term, in which they communicate the nature of their project and their research findings.

Teaching Method

Apart from the initial three week taught unit, there is no formal teaching for this course. Students are required to spend approximately 8 hours a week on the work related to their projects, plus one hour's discussion with their supervisors fortnightly. Supervisors will advise students individually on the selection of topic, use of reference materials, approach, collection and analysis of data, and presentation. However, it is the students' responsibility to ensure that their project progresses in accordance with the schedule set by the Department, prepare for their consultation sessions with the supervisor, and seek their supervisor's advice and assistance if problems arise.

We believe that for genuine critical ability to develop, teachers must create an atmosphere which fosters independent inquiry. Thus, in this course students are encouraged to raise doubts and make judgments about a particular issue they deem important and then learn to effectively organize textual materials that support their arguments. This problem-solving task promotes analysis, synthesis, and evaluation of ideas which are essential to critical thinking.

Measurement of Learning Outcomes

LOs 1-6: through assessment of the final written submission (80%)

LOs 7-8: through continuous assessment of the fulfilment of required stages (20%)

Assessment

100% continuous assessment

Required Readings

To be discussed with the supervisor.

Supplementary Readings

To be discussed with the supervisor, but may include:

- Bulmer, M. 2004, *Questionnaires*, London: Sage.
- Burns, R.B. 2000, *An introduction to research methods*, Melbourne, Australia: Longman.
- Fink, A. 2009, *Conducting research literature reviews – from internet to paper*. London: Sage.
- Graziano A.M., Raulin M.L. 2004, *Research methods: a process of inquiry*, Boston: Allyn & Bacon.
- Griffin, G. 2006, *Research methods for English Studies*. Edinburgh University Press.
- Hamp-Lyons, E. & Courter, K.B. 1984, *Research Matters*, Boston, Mass: Heinle & Heinle Publishers.
- Hewson, C. 2003, *Internet research methods*, London: Sage.
- Jordan, R.R. 1999, *Academic Writing*, London: Collins ELT.
- Kardas., E. 2005, *Elementary research methods* McGraw Hill.
- Leki, I. 1995, *Academic Writing*, New York: St Martins Press.
- Lester, D 2009, *Writing Research Papers: a Complete Guide*, London: Longman.
- Mann, T. 2005, *Oxford Guide to Library Research..* OUP.
- Patton, M.Q. 2001, *Qualitative research and evaluation methods*. Calif: Sage.
- Sharp, A. 2006, *An introduction to research methods*. Lingnan University.
- Weisberg, R. & Bukar, S. 1990, *Writing up Research: Experimental Research Report Writing for Students of English*, Englewood, N.J.: Prentice Hall.
- Wen Qiufung 2002, *Applied linguistics: research methods and thesis writing*, Beijing: Foreign Language Teaching and research Press.

Important Notes:

- (1) Students are expected to spend a total of 9 hours per week (including consultation with supervisors and independent work) to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations and Course Work. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit copies of their projects using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.