

Form 2B

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Semester A in 2010/ 2011**

This form is for completion by the *Course Co-ordinator*. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the *Explanatory Notes* attached to this Form on the various items of information required.

Part I

Course Title:	Research Methodology for Research Degree Studies in English
Course Code:	EN8010
Course Duration:	13 weeks (1 semester)
Credit Units:	2
Level:	R8
Teaching Pattern:	Seminars and Workshops
Medium of Instruction:	English
Prerequisites:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

1. Course Aims:

This course aims to equip research degree students with the confidence and skills to conduct their own research in English studies. Key theoretical ideas and skills in research in English Studies will be discussed and reinforced through a series of practical, hands-on seminars and workshops.

2. Course Intended Learning Outcomes (CILOs)

Upon successful completion of this course, students should be able to:

No.	CILOs	Weighting
1	<ul style="list-style-type: none"> identify the nature and foundations of qualitative research applicable to English studies; 	
2	<ul style="list-style-type: none"> apply the theoretical concepts and skills in qualitative research to their own research in English studies; 	
3	<ul style="list-style-type: none"> identify the nature and foundations of quantitative research applicable to English studies; 	
4	<ul style="list-style-type: none"> apply the theoretical concepts and skills in quantitative research to their own research in English studies; 	
5	<ul style="list-style-type: none"> use relevant software in their management of qualitative or quantitative data, if applicable. 	

3. Teaching and Learning Activities (TLAs)

ILO No	TLAs	Hours/week
CILOs 1- 5	<p><i>Interactive Seminars</i></p> <p>There will be one 2-hour seminar and workshop every week. In the seminars, basic concepts in qualitative and quantitative research applicable to English studies will be introduced. Students will also be introduced to some current debates about the nature of research in English Studies.</p>	2 hours/week

4. Assessment Tasks/Activities

CILO No	Type of assessment tasks/activities	Weighting	Remarks
CILOs 1-5	<p><i>Individual Research Report</i></p> <p>Students will choose a topic (or sub-topic) relevant to their research in English Studies and submit a methodology paper (of about 2000 – 2500 words) for the study.</p> <p>Students will be assessed according to how well they are able to identify suitable research methodology applicable to their chosen topic, as well as how well they are able to apply the theoretical ideas and skills in qualitative and/or quantitative research methods applicable to their own research.</p>	100%	

5. Grading of Student Achievement:

Grading pattern: Standard (A+, A, A-...F). Grading is based on student performance in assessment tasks/activities.

Grade A+/A/A-: Students demonstrate outstanding ability to apply the theoretical concepts and skills in qualitative and quantitative research to their own research in English studies. They display outstanding ability to use relevant software in their management of qualitative and/or quantitative data. They also consistently maintain a high degree of grammatical accuracy and exhibit a very effective organization of information in their description.

Grade B+/B/B-: Students demonstrate good ability to apply the theoretical concepts and skills in qualitative and quantitative research to their own research in English studies. They display good ability to use relevant software in their management of qualitative and/or quantitative data. They also consistently maintain a good degree of grammatical accuracy and exhibit a good organization of information in their description.

Grade C+/C/C-: Students demonstrate sufficient understanding of subject matter. They display some ability to apply the theoretical concepts and skills in qualitative and quantitative research to their own research in English studies and to use relevant software in their management of qualitative and/or quantitative data. They also communicate with reasonable accuracy and exhibit an intelligible organization of information in their description.

Grade D: Students demonstrate sufficient familiarity with subject matter to enable them to progress with their description of their application of the theoretical concepts and skills in qualitative and quantitative research to their own research in English studies and of their use of relevant software in their management of qualitative and/or quantitative data. They can use simple structures correctly but there are often noticeable grammatical anomalies.

Grade F: Students demonstrate little evidence of familiarity with subject matter. They display noticeable weaknesses in their application of the theoretical concepts and skills in qualitative and quantitative research to their own research in English studies and in their use of relevant software in their management of qualitative and/or quantitative data. They also show limited control of only a few simple grammatical structures and sentence patterns in their description.

Part III

Keyword Syllabus:

- Overview of research in English Studies
- Research methods in Applied Linguistics
- Research methods in English Literary Studies
- Research methods in Error Analysis
- Research methods in Genre Analysis
- Research methods in Grammar Studies
- Research methods in Lexical Studies
- Research methods in Phonetics and Phonology
- Research methods in Pragmatics
- Research methods in Second Language Acquisition
- Research methods in Sociolinguistics
- Research methods in Spoken Discourse Analysis
- Research methods in Written Discourse Analysis
- Statistics and Linguistics
- Qualitative Research Methods
- Quantitative Research Methods
- Handling Qualitative Data
- Handling Quantitative Data
- SPSS

Recommended Readings:

- Argyrous, G. (2005). *Statistics for research with a guide to SPSS*. 2nd edition. London: Sage.
- Bloor, M., Frankland, J., Thomas, M., and Robson, K. (2001). *Focus groups in social research*. London: Sage.
- Brown, J. D. (1988). *Understanding research in second language learning: A teacher's guide to statistics and research design*. Cambridge: Cambridge University Press.
- Bryman, A., and Burgess, R.G. (1994). *Analyzing qualitative data*. London: Routledge.
- Cameron, D. (1995). *Verbal hygiene*. London: Routledge.
- Cameron, D. et al. (1992). *Researching language: Issues of power and method*. London: Routledge
- Crowley, T. (1996). *Language in history*. London: Routledge.
- Czaja, R., and Blair, J. (2005). *Designing surveys: A guide to decisions and procedures*, 2nd edition, Thousand Oaks, CA: Pine Forge Press.
- Fasold, R. (1984). *The sociolinguistics of society*. Oxford: Blackwell.
- Fowler, F.J. Jr., (1995). *Improving survey questions: design and evaluation*. Applied Social Research Methods Series Volume 38, Thousand Oaks, CA: Sage Publications.
- Greenbaum, T.L. (2000). *Moderating focus groups: A practical guide for group facilitation*. Thousand Oaks, CA: Sage Publications.
- Hammersley, M. (1992). *What's wrong with ethnography?* London: Routledge
- Hatch, E. M. and Farhady, H. (1982). *Research design and statistics for applied linguistics*. Rowely, Mass: Newbury House.
- Hatch, Evelyn M. and Lazaraton, A. (1991). *The research manual: Design and statistics for applied linguistics*. Boston: Heinle & Heinle Publishers.
- Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage Publications.

- Lewins, A., and Silver, C (2007). *Using software in qualitative research – a step-by-step guide*. London: Sage.
- Patton, M.Q. (2002). *Qualitative evaluation and research methods*. 3rd edition. Thousands Oaks, CA: Sage.
- Perry, F. L. (2005). *Research in applied linguistics: Becoming a discerning consumer*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Rowntree, D. (2003). *Statistics without tears: A primer for non-mathematicians*. Boston, MA: Allyn and Bacon.
- Rubin, H.J., and Rubin, I. S., (2004). *Qualitative interviewing: The art of hearing data*. 2nd edition. Thousand Oaks, CA: Sage.
- Saville-Troike, M. (1982). *The ethnography of communication*. Oxford: Blackwell.
- Seale, C., (1999). *The quality of qualitative research*. London: Sage Publications.
- Silverman, D. (2005). *Doing qualitative research: A practical handbook..* 2nd edition. London: Sage.
- Wolcott, H.F. (2001). *Writing up qualitative research*. Thousand Oaks, CA: Sage Publications.
- Woods, Anthony; Fletcher, P. and Hughes, A. (1986). *Statistics in language studies*. Cambridge: Cambridge University Press.

Returned by:

Name: Alice Y.W. Chan

Department: English

Tel: 3442-9752

Date: 19 February 2010