Course Title	Capstone Project: Research Dissertation or Business Plan
Course Code	CMI4006
Recommended Study Year	4
No. of Credits/Term	3
Mode of Tuition	Individual Consultations
Class Contact Hours	Biweekly Consultation
Category	Required Course
Discipline	-
Prerequisite(s)	NIL
Co-requisite(s)	NIL
Exclusion(s)	NIL
Exemption Requirement(s)	NIL

Brief Course Description

Year 4 students of Creative Media Industries (CMI) major will work individually to undertake a research dissertation, or create a business plan about a small-scale organization or company in creative media industries. For research dissertation, students need to conduct independent research centered on a critical issue regarding contemporary creative media industrial environment. For business plan, students need to complete a proposal for a new business/organization/brand utilizing the concepts learned from other courses under CMI.

Approach	No. of Credits	Project Size	Pre-requisites
1. Research Dissertation or 2. Business Proposal for Creative Media Entrepreneurship	3	1 student	

Aims

To explore in-depth relevant topics of personal interest, and to further develop the skills necessary for writing a substantial research dissertation or a business plan for a start-up company.

Learning Outcomes for Research Dissertation

On completion of the Capstone Experience: Research Dissertation, students will be able to:

1. Identify a suitable topic for a research dissertation.
2. Apply standard research, writing, and presentation skills in the execution of a research project.
3. Critically review existing work on the topic in a manner that is fair and critical.
4. Justify that the project in its executed form is worthwhile.

Learning Outcomes for Business Plan

On completion of the Capstone Experience: Business Plan, students will be able to:

5. Conduct individual research on business models of creative media industries.
6. Create an innovative business model for a small-scale cultural organization, designer brand, or studio for art-related services. Formulate marketing strategy and a financial plan.
7. Identify the key process of establishing a business and the valuation techniques.
8. Justify that the project in its executed form is worthwhile.

Indicative Content

Varies with the topic of the project. The topic should be fixed in accordance with the guidelines below.

Teaching Method

Independent study, supplemented with biweekly consultations with a supervisor. The individual consultation will better support the students' independent research, giving them ample guidance to complete the writing based on their individual needs. To facilitate the matching of project supervision, Year 4 students will be asked to submit a brief project proposal (1000 words) and are expected to complete their final year project in Term 2, while their supervisors will oversee and assess the development, progress and outcome of the research project.

Measurement of Learning Outcomes

	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8
Research Dissertation (approx. 6,000-7,000 words in English)	x	x	x	x				
Business Plan (approx. 6,000 -7,000 words in English)					x	x	x	x

Assessment

20% Project Proposal (1000 words)
20% Continuous Assessment (progress and meetings)
60% Final Research Dissertation or Business Plan

Essential Reading

Finch, Brian. *How to Write a Business Plan*. London: Kogan Page, 2013.
Lipson, C. *How to Write BA Thesis : A Practical Guide from Your First Ideas to Your Finished Paper*. Second Edition. Chicago : The University of Chicago Press, 2018.
Strunk, W. & E. B. White. *The Elements of Style*. Middlebury, VM : Springside Books, 2012.

Recommended/Supplementary Readings

Gibaldi, J., & Modern Language Association of America. *MLA Handbook for Writers of Research Papers* (8th ed.). New York: Modern Language Association of America, 2016.
The Chicago Manual of Style (17th ed.) Chicago: The University of Chicago Press, 2017. Available at https://www.chicagomanualofstyle.org/home.html?_ga=2.42389095.395402768.1585893013-1504355538.1585893013
Scarborough, N. M. *Essential of Entrepreneurship and Small Business Management*. Boston: Pearson, 2014.
Flew, T. *Global Creative Industries*. Oxford: Polity Press, 2013.

Important Notes :

(1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week 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. 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 writing assignment(s) 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/.
(5) Students must adhere to the University's guidelines and practices when using Generative Artificial Intelligence (AI) tools. The official documents "Guidelines for Using GAI Tools at Lingnan University" and "Best Practices for Ethical and Responsible Use of GAI Tools in Course Assessments" can be found here: https://www.ln.edu.hk/tlc/generative-artificialintelligence/gai-guidelines-best-practices.

Rubrics for Research Dissertation/ Business Plan (60%)

	Excellent **A (90-100%)**	**Good** **B (80-90%)**	**Fair** **C (70-80%)**	**Pass** **D (60-70%)**	**Failure** **F (0-60%)**
Approach and Argument (30%)	The project addresses a clearly-stated and logically formulated research question/business model; All key terms and concepts are clearly defined; The project's thesis/business strategy is clear, plausible, significant, and original. It focuses on critical analysis rather than mere description The argument/service/ product is entirely persuasive.	The project addresses a clearly-stated research question/business model, posed with some minor logical flaws in framing it; Most key concepts are clearly defined; The project's thesis/business strategy is clear plausible, and significant. It is largely, partially successful in critical analysis; The argument/ service/product is mostly persuasive.	The project addresses a research question/business model that can be identified with some difficulty, with lapses in its logical framing; Some key terms and concepts left undefined; The project's thesis/business strategy is clear and plausible, but not significant Focus shifts between critical analysis and mere description; The argument/service/ product is sometimes persuasive, and sometimes not.	The project has an identifiable question/ business model, but its framing is illogical or otherwise unsound Most of key terms and expressions left undefined; The project has an identifiable thesis/business strategy, but it is only marginally plausible, or insignificant The writing is largely descriptive rather than analytical; The argument/service/ product is mostly unpersuasive.	No identifiable question/business model. Key terms are left undefined. The project has no discernible thesis. The paper lacks any clear thesis/business strategy and analysis; There is no discernible argument/service/product.
Research skills (30%)	Able to identify and engage critically with primary sources relevant to the question posed; Demonstrates a thorough awareness of the origins, authors/sources, contexts of all primary sources, and their analysis are well-situated within their historical contexts;	Able to identify and engage with primary sources relevant to the question posed; Demonstrates an awareness of the origins, authors/ sources, contexts of the primary sources, but at times their analysis departs from their historical contexts.	Able to identify and engage with most of the relevant primary sources; Demonstrates an awareness of the origins, authors/sources, contexts of only some of the primary sources, and their analysis often departs from their proper historical contexts;	Limited ability to identify, analyze, and engage with the relevant primary sources; Limited demonstration of an awareness of the origins, authors/sources, contexts of the relevant primary sources, resulting in anachronistic or historically unfounded analysis;	Demonstrates no awareness of the identity, sources, and significance of the primary sources relevant to the question pursued by the project; No meaningful analysis of primary sources; no evidence is offered to support the thesis of the project;

	Demonstrates sound understanding of relevant secondary scholarship; Demonstrates informed assessment of secondary scholarship and their relationship to the thesis of the project.	Demonstrates careful reading of relevant secondary scholarship; Demonstrates generally sound assessment of secondary scholarship and their relationship to the thesis of the project.	Demonstrates a basic familiarity with some relevant secondary scholarship; Some assessment of secondary scholarship and their relationship to the thesis of the project.	Limited engagement with secondary scholarship; Limited or irrelevant use of secondary scholarship.	No meaningful engagement with any secondary scholarship.
Communication skills (30%)	Rigorously structured paper with clear introduction and conclusion; The direction of thesis/business strategy announced at the start of the paper in a succinct and comprehensible manner; Argument/business strategy unfolds through a logical sequence of points; The entire thesis/business strategy directly relates to the central issues posed in the question.	Generally well-structured paper with clear introduction and conclusion; Statement of thesis/business strategy is clear but may not appear in the opening of the paper; argument's direction clearly laid out; Argument/business strategy is laid out in a structured sequence of points; Good coverage of the central issues posed in the question.	Paper fairly well structured; Thesis/business strategy stated, but not at the opening section of the paper; argument's direction meanders somewhat throughout the paper; Difficult to detect a logical sequence to the points raised in the paper; Parts of the essay digress from the central focus of the question.	Paper poorly structured; Thesis/business strategy not clearly stated; no clear statement of argument's direction; Sequence of points raised in the argument are disjointed and confused; Significant parts digress from the central issues posed in the question.	Paper is unstructured; Thesis/business strategy not offered; Organization of argument is incomprehensible; Fragmented, disorganized, and does not address the question posed.
Bibliographic thoroughness (10%)	Bibliography cites all the sources used in the project; All sources cited can be considered reliable and/or trustworthy; Citations are formatted correctly throughout the thesis.	Bibliography cites all the sources used in the project; Most sources cited can be considered reliable and/or trustworthy; A few formatting errors in the citations.	Bibliography cites most sources used in the project; Some sources cited can be considered reliable and/or trustworthy; Some formatting errors in the citations.	Some sources used in the project missing from the Bibliography; Few sources cited can be considered reliable and/or trustworthy; Inconsistent formatting and styles in the citations throughout the thesis.	Bibliography missing; or fails to cite a majority of sources in the project; No reliable and/or trustworthy sources used or cited; No adherence to any standard or consistent citation format and style.

Rubrics for Project Proposal (20%)

	Excellent **A (90-100%)**	**Good** **B (80-90%)**	**Fair** **C (70-80%)**	**Pass** **D (60-70%)**	**Failure** **F (0-60%)**
Research and structure (100%)	Excellent level of research, rich, informative content, excellent grasp of the material with in-depth and extensive knowledge of the subject matter. Rigorous organization, coherent structure, and a systematic exposition with a strong sense of narrative. Excellent level of use of language and diction, demonstrates a very high level of the choice and use of words and phrases, vocabulary, fluency, terminology, idiom, style, or expression.	Good level of research activity, adequate content with firm grasp of the material that informs the audience on the subject matter. Reasonable organization, balanced structure, and composition. Good level of use of language and diction, demonstrates a high level of the choice and use of words and phrases, vocabulary, fluency, terminology, idiom, style, or expression.	Satisfactory level of research activity, adequate content with comprehensive grasp of the material demonstrating basic knowledge of the subject matter. Fair organization, weak structure and composition. Satisfactory level of use of language and diction, demonstrates an adequate level of the choice and use of words and phrases, vocabulary, fluency, terminology, idiom, style, or expression.	Attempts in research activity, weak content, loose grasp of the general ideas with some knowledge of the subject matter. Poor organization, structure, and composition. Attempts in the use of language and diction, demonstrates a limited and only rudimentary level of the choice and use of words and phrases, vocabulary, fluency, terminology, idiom, style, or expression.	Poor level of research activity, inadequate content, fail to identify the general ideas with little understanding or knowledge of the subject matter. No organization, structure, or composition. Poor level of use of language and diction, demonstrates a markedly inadequate and substandard level of the choice and use of words and phrases, vocabulary, fluency, terminology, idiom, style, or expression.

Assessment Rubric for Continuous Assessment (20%)

Assessment Categories	**Excellent** **A (90-100%)**	**Good** **B (80-90%)**	**Fair** **C (70-80%)**	**Pass** **D (60-70%)**	**Failure** **F (0-60%)**
(1) Level of engagement	Pose good questions meeting, show strong ability to stimulate discussion, and demonstrate careful observation, in-depth analysis and deep reflection during meetings.	Pose good questions in meeting frequently, show ability to stimulate discussion, and demonstrate good observation, analytical evaluation and constructive reflection during meetings.	Pose questions in meeting occasionally, show adequate ability to stimulate discussion, demonstrate basic observation and general evaluation during meetings.	Rarely questions in meeting, show no ability to stimulate discussion, demonstrate little observation and general evaluation during Meetings.	Never post questions in meeting, show no ability to stimulate discussion, demonstrate no signs of evaluation during meetings.
(2) Preparation for meetings	Prepared well for meeting, showcase in-depth familiarity and understanding of the subject matter.	Prepared for meeting, showcase adequate familiarity and understanding of subject matter.	Prepared for meting occasionally, showcase fair familiarity with or understanding of subject matter.	Almost always unprepared for meeting, little sign of familiarity with or understanding of subject matter.	Unprepared for meeting, no sign of familiarity with or understanding of the subject matter.
(3) Meetings Attendance	High meeting attendance.	Regular meeting attendance.	Occasional meeting attendance	Low meeting attendance	Frequent absences from meetings.