

Course Title	: Final Year Project Preparation
Course Code	: ENG3006
Recommended Study Year	: 3 rd or 4 th Year
No. of Credits/Term	: 3
Mode of Tuition	: Lecture-tutorial mode
Class Contact Hours	: 2-hour lecture per week 1-hour tutorial per week
Category	: Discipline Elective
Prerequisite(s)	: Nil
Co-requisite(s)	: Nil
Exclusion(s)	: Nil
Exemption Requirement(s)	: Nil

Brief Course Description

This course will prepare students for the compulsory 6-credit Final Year Project (ENG4301) by taking a process writing approach to the major stages of the project, from proposal writing to drafting and editing. It begins by making students aware of research possibilities and methodological approaches in English Studies, and then takes them through the stages of proposal writing and development. This classroom-based course will enable students to gain greater benefit from the supervised stage of their project in the following semester or academic year.

Aims

This course aims to give BACES students the technical mastery and confidence they need to complete a successful final year project. It will help students to generate ideas for their projects and will take them through the main stages of writing an extended piece, covering selected aspects of academic writing and relating these to the cultures and expectations of academia. It will also introduce students to some of the resources they can make use of during the writing process. As part of the FYP capstone, it also aims to make students reflect on what they have learned and encourage them to develop their knowledge to a high level in a specific area. It will also take their writing skills to a higher level than that expected by the university's ELE courses, and will increase students' confidence in dealing with workplace tasks such as report writing and the presentation of proposals.

Learning Outcomes

On completing this course, students will:

1. show awareness of some of the different possibilities for research in English studies;
2. evaluate different research approaches and demonstrate an understanding of their basic assumptions and epistemologies;
3. develop a short research proposal that shows awareness of positioning, scope and appropriate methodology;
4. be able to present an effective summary of their research to other students and to give and respond to evaluative feedback;
5. have practised key stages of the project writing process, including drafting and editing;
6. be able to evaluate and synthesise sources and incorporate them into their writing using a range of devices;

7. demonstrate the ability to write academic prose at an appropriate level, showing awareness of text organisation at micro and macro levels, style, and register.

Indicative Contents

- Introduction to the FYP: previous projects
- Research possibilities in English studies, methodologies and the cultures of academia
- Writing, discussing and refining a proposal
- Structuring and planning the project
- Academic writing: style and register
- Academic writing: incorporating the work of others
- Academic writing: the micro-level
- Academic writing: the macro-level
- Techniques for editing
- Resources for the project

Teaching Methods

Interactive lectures will be used to introduce the key concepts and examples. Tutorials will feature discussion of exercises, student presentations of their work and opportunities for consultation, general discussion and peer review.

Measurement of Learning Outcomes

- Written initial proposal (LOs 1 - 3)
- Presentation of initial proposal (LO 4)
- Written extended proposal (LOs 1 – 2, 6 -7)
- Final presentation (LO 4)
- Participation in discussion, consultation and peer-review sessions (LOs 4 - 5)

Assessment

- 100% Continuous Assessment:
- Attendance and participation 20%
- Writing (20%) and presenting (10%) an initial proposal (total 30%)
- Extended proposal 40%
- Final presentation 10%

Required Readings

Materials specifically designed to achieve learning objectives will be distributed throughout the course, but students are referred to the following for a deeper understanding and further practice.

Supplementary Readings

- Allison, D. (2002). *Approaching English language research*. NUS Press.
- Dollahite, N.E. & Haun, J. (2006). *Sourcework. Academic Writing From Sources*. Boston, MA: Thomson Heinle.
- Dornan, E. A. & Dees, R. (2010). *The brief English handbook: a guide to writing, thinking, grammar and research* (9th ed.). Boston: Pearson.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.
- Folse, K., Vestri Solomon, E., & Smith-Palinkas, B. (2008). *Top 20. Great Grammar for Great Writing, 2nd Edition*. Boston, MA: Thomson Heinle.
- Grobman, L., & Kinkead, J. (2010). *Undergraduate research in English studies*. Urbana, IL: National Council of Teachers of English.
- Hacker, D., & Fister, B. (2002). *Research and documentation in the electronic age*.
- Lester, J. D., and Lester, J. D. Jr. (2015). *Writing research papers: a complete guide*. New York: Pearson.
- Sealey, A. (2010). *Researching English language: a resource book for students*. Routledge.
- Strunk Jr, W., & White, E. B. (2000). *The Elements of Style (4* edition)*. New York: Longman.
- Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills* (Vol. 1). Ann Arbor: The University of Michigan Press.
- Swales, J. M., & Feak, C. B. (2009). *Abstracts and the writing of abstracts* (Vol. 2). Ann Arbor: The University of Michigan Press.
- Winkler, A. C., & McCuen-Metherell, J. R. (2011). *Writing the Research Paper: A Handbook, Spiral bound Version*. Cengage Learning. Boston: Bedford/St. Martin's.
- Zinsser, W. (2006). *On Writing Well. 30th Anniversary Edition*. New York: HarperCollins.

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 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 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>.