

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2017/18**

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**Part I Course Overview**

English Language Skills and Strategies

**Course Title:**

EN2714

**Course Code:**

1 semester

**Course Duration:**

3

**Credit Units:**

B2

**Level:**

Arts and Humanities

Study of Societies, Social and Business Organisations

Science and Technology

**Proposed Area:**

*(for GE courses only)*

English

**Medium of Instruction:**

English

**Medium of Assessment:**

Nil

**Prerequisites:**

*(Course Code and Title)*

Nil

**Precursors:**

*(Course Code and Title)*

Nil

**Equivalent Courses:**

*(Course Code and Title)*

Nil

**Exclusive Courses:**

*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course aims to help students become more resourceful language learners. Students are introduced to theory and practice of a variety of skills and strategies for language learning. Students are exposed to concepts of learning autonomy and the importance of learning how to learn. They reflect on their learning skills and strategies in their academic work via personalized learner diaries which act as case studies for analysis during the course. In addition to this, students will also analyse learning skills and strategies relevant to the four main language skills: listening, speaking, reading, writing and apply these to specific assignments they are working on for other courses.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Critically reflect on and make discoveries about their personalized learning skills and strategies and be able to formulate a plan on how to further develop these.		x		
2.	Adopt adequate language strategies to deal with specific issues related to their academic work.			x	
3.	Develop an ability to critically analyse and take responsibility for their language learning. Identify problems and be able to deal with these in an appropriate manner.			x	x
4.	Collaborate with peers in order to discover new learning strategies and exchange experiences about their language learning skills and strategies.		x	x	
5.	Critically read a prescribed text.		x		
		100%			

\* If weighting is assigned to CILOs, they should add up to 100%.

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 self-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.

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
1.	Interactive tutorials. Short	x	x	x	x	x	

	input sessions integrated with student based discussion tasks.							
2.	Tutorial activities and discussions. Students are provided with more opportunities to discuss central issues about language learning skills and strategies in small tutorial groups.	x	x	x	x	x		
3.	Individual Project. Students keep a learning diary about their language problems/successes.	x	x	x	x	x		
4.	Students select assignments from other courses and discover through their tutorial discussion how their work can be improved. Issues discussed include: synthesizing, structure, genre, audience, sources, and referencing.		x	x				
5.	Critically review the prescribed text. Discuss and develop arguments about specific issues mentioned in the text.					x		

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
Critical essay	x	x	x	x	x	40%	Learning diary (non-assessed): Students write a weekly learning diary which is shared with their classmates and tutor. Critical essay (assessed): At end of semester students write a critical essay on their diary and the feedback they have received.
Presentation	x	x	x	x	x	40%	Oral presentation of the learning strategies students have used to improve a particular assignment.
In-class discussions and	x	x	x	x	x	20%	Class attendance and

attendance								students' contributions to in-class discussions.
Examination: ____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual in-class discussions		Demonstrates excellent understanding of the topics and is able to critically evaluate the topics and materials and contributes actively to the discussion.	Demonstrates good understanding of the topics, although weak on some points. Manages to make some good contributions to the discussions, and goes beyond a basic understanding.	Demonstrates adequate understanding of the main topic but cannot follow everything. Contributes only when asked to do so. Shows some evidence of critical thinking.	Demonstrates limited understanding of the topics and does not contribute much or elaborate on any part of the discussion.	Fails to demonstrate any understanding of the topics, and does not contribute to the discussions.
2. Critical essay		A clearly written and presented essay. Demonstrates an excellent understanding of issues developed in the diary and an awareness of how to improve learning skills and strategies. Shows an ability to critically analyse their own learning.	A well presented and competently written essay. Demonstrates very good understanding of issues developed in the diary and an awareness of how to improve learning skills and strategies. Shows some ability to critically analyse their own learning. The	An adequately presented essay. Demonstrates an adequate understanding of issues developed in the diary and an awareness of how to improve learning skills and strategies. Has limited ability in critical thinking. There are recurrent language	A poorly written and presented essay. There are a lot of questions that still need to be answered related to a critical discussion of learning skills and strategies. The standard of English is below what is expected in a formal piece of academic writing.	An unacceptable written essay. Brief, not enough information to form an idea of any learning, and presented using very poor English.

		Excellent use of English.	standard of written English is very good.	problems in the text.		
3. Individual presentation (peer marked)	Comprehensibility ( <i>use of vocabulary, accuracy, and fluency</i> )	Entire message understood. Excellent performance from the speaker.	Entire message understood. Some weaknesses in one area of comprehensibility.	Message sometimes hard to understand. The speaker is not notably good in most areas.	Message hard to understand. Lots of breakdowns and/or hesitations in pronunciation, accuracy or vocabulary.	The speaker cannot communicate the message. The number of hesitations in pronunciation, accuracy and vocabulary make it very difficult to follow the talk,
	Interaction ( <i>listens and handles questions from audience. Able to give additional information</i> )	The presenter is an active listener and provides thoughtful and accurate follow up responses to questions.	The presenter is able to understand most of the questions and deal with them appropriately. Some disagreement or confusion in answering questions.	The presenter does not demonstrate an ability to handle questions well. After some time can give brief responses.	The presenter is confused when asked questions. Is not able to give adequate replies to the questions.	The presenter cannot understand questions or give any replies.

**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

*(An indication of the key topics of the course.)*

Skills, strategies, learning how to learn, learner autonomy, listening, speaking, reading, writing, developing arguments, presentation skills, discussions.

**2. Reading List**

**2.1 Compulsory Readings**

*(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)*

1.	Bailey, S. (2006) <i>Academic Writing: A Handbook for International Students</i> . London: Routledge.
	Flores, K. O. (2008) <i>What Every ESL Student Should Know A Guide to College and University Academic Success</i> . Michigan.
3.	
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**2.2 Additional Readings**

*(Additional references for students to learn to expand their knowledge about the subject.)*

1.	Ellis, G. and Sinclair, B. (1989) <i>Learning to Learn English Learner's Book: A Course in Learner Training</i> . Cambridge: Cambridge University Press.
2.	Gibbons, P. (1993) <i>Learning to Learn in a Second Language</i> . Heineman.
3.	Wallace, M. (2004) <i>Study Skills in English</i> . Cambridge: Cambridge University Press
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