City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Summer Term 2018

Part I   Course Overview

Course Title:	Professional Communication Summer Programme
Course Code:	EN3584
Course Duration:	1 semester, including 2-4 weeks of learning activities in a selected English speaking country
Credit Units:	3
Level:	B3
Proposed Area: *(for GE courses only)*	☐Arts and Humanities ☐Study of Societies, Social and Business Organisations ☐Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	EN3577 Creative and Cultural Summer Programme EN2410 Professional Communication Study Tour
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

This course aims to give students a good understanding of language and communication issues in a selected English speaking country while acquainting them with topics that have applications, which could be: 1) linguistic issues (the different varieties of English used and people's attitudes towards them), 2) multiculturalism (how multiple cultures interact and how this affects communication, including governmental and media constructions of multiculturalism), 3) language and the environment (how English language interacts creatively with the environment in the form of such things as architecture and signage, and how this affects communication, especially around such issues as tourism), 4) creativity, language and culture (the kinds of language and communication important in popular culture, tourism, arts scene), 5) multimodality and semiotics (how language and symbols interact creatively to create and communicate messages and meaning). During the course, students will engage in theoretical discussions about these topics and then apply the theories to observations of actual language use and communication in the real world. At the end of the course, students need to critically reflect and evaluate their overall learning experiences, and creatively demonstrate their language, academic and personal achievements. Since this course takes place in a native English speaking environment, students will also have considerable opportunities to practice their English communication skills and to become more critically aware of culture and language and its interaction.

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.	Explain important concepts in sociolinguistics and communication theory regarding areas such as . 1) language variation . 2) multiculturalism . 3) language and the environment . 4) creative writing & communication . 5) multimodality and semiotics		X	X	
2.	Conduct research related to these topics.		X	X	
3.	Analyze data from research using the theories learned in class.		X	X	X
4.	Critically compare findings and results from overseas country with Hong Kong, reflect on overall learning experience and devise creative solutions to any problems or difficulties encountered.		X	X	X
* If weighting is assigned to CILOs, they should add up to 100%.		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			
Lectures	Students attend lectures before/during the course giving background on theories and topics	X						
Group projects	Students conduct research in small groups and perform analysis of data collected.	X	X	X	X			
Supervised cultural visits	Students visit and reflect upon cultural visits			X	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				
Continuous Assessment: 100%								
Students design research protocols and gather data on one of the five topics above. Data is analyzed using the theories learned. Results are reported and commented upon in writing .	X	X	X				40%	[Specific details of the tasks and weighting depends on nature of programme and specific context]
Students produce a reflective piece of writing relating to their learning experiences overseas.				X			20%	
Students complete in-class short tasks, which could be group discussions, quizzes and/or exercises to monitor their learning throughout the programme.	X						40%	
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. Group Project	Language	Minimal usage errors; effectively organized on the text and paragraph/discourse level; style appropriate to task	Few usage errors; fairly well organized on text and paragraph/discourse level; style appropriate to task	Moderate usage errors; some problems with organization/cohesion/coherence; style not always appropriate	Many usage errors; serious problems with organization/cohesion/coherence; inappropriate style	Usage errors/organization and/or style seriously interfere with comprehension.
	Data	Excellent data collection; very effective research strategies	Good data collection; research strategies mostly appropriate	Adequate data collection; adequate archiving and/or transcription; problems with research strategies	Inadequate data collection; major problems with research strategies	Inadequate and inappropriate data; poor research strategies
	Reading and Citation of Sources	Evidence of extensive reading; 5-10 sources cited; outside reading integrated effectively and cited correctly	Evidence of adequate reading; 3-5 sources cited; outside reading integrated effectively and cited correctly	Evidence of some reading; 1-2 sources cited; some problems with integrating outside reading effectively; faulty citation	Evidence of little reading; 1 source cited; major problems with integrating outside reading effectively; faulty citation	No evidence of outside reading
	Analysis	Systematic and perceptive analysis; excellent application	Moderately systematic and perceptive analysis;	Some flaws in analysis; some problems with the application of concepts;	Serious flaws in analysis; serious problems with the application of concepts;	Seriously flawed or incoherent analysis

		of language/communication concepts; clear points adequately supported with evidence	good application of language/communication concepts; clear points adequately supported with evidence	points may be slightly unclear or evidence may be thin	points may be unclear or inadequately supported	unsupported by evidence
2. Reflective writing	Language	Minimal usage errors; effectively organized especially on the paragraph/discourse level; style appropriate to task	Few usage errors; fairly well organized especially on the paragraph/discourse level; style appropriate to task	Moderate usage errors; some problems with cohesion/coherence; style not always appropriate	Many usage errors; serious problems with cohesion/coherence; inappropriate style	Usage errors seriously interfere with comprehension
	Content/Specificity/Analysis	Rich and specific content; excellent examples and/or narratives; self reflective; use of appropriate concept when warranted	Fairly rich and specific content; adequate examples; self reflective; use of appropriate concepts when warranted;	May be slightly too general or abstract with few specific examples or narratives and no use of concepts; little self-reflection	Very general and abstract; no self-reflection or analysis	Extremely general; no self-reflection or analysis

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.)

Linguistic Issues

    Overview of English selected country

    Phonological and lexical variation

    Regional variation

    Language attitudes

    Conducting a sociolinguistic interview

Multiculturalism

    Overview of multiculturalism and immigration in selected country

    Public discourse on multiculturalism

    Attitudes towards multiculturalism

    Asian immigrants in selected country

    Government and Cultural Policy

    Conducting a sociological interview

Language and the Environment

    Geosemiotics

    Interpreting graphic texts, layout and architecture

    Discourse and the control of public space

    Discourse and tourism

    Conducting site surveys, observations and photographic research

Creative Writing and Communication

    Creative writing in popular culture

    Persuasive writing in the media

    Creative and persuasive writing in tourism

    Discourse and culture

Multimodality & Semiotics

    Overview of media in selected country

    Symbols, signs and meaning

    Semiotics in advertising

    Mediated discourse analysis

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.	Course hand-outs
2.	
3.	
…	

2.2 Additional Readings

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

1.	Bargiela-Chiappini , F. and Harris, S. (1998) The Languages of Business: An International Perspective. Edinburgh: Edinburgh University Press
2.	Macdonald, M. (2003) Exploring Media Discourse. London: Arnold.
3.	Melchers, G and Shaw, P. (2003) World Englishes: An Introduction. London: Arnold.
4.	Pan, Y. Scollon, S.W. and Scollon, R. (2002/ Professional Communication in International Settings. London: Blackwell.