

**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 in Creative and Cultural Professions

**Course Title:**

EN4511

**Course Code:**

1 semester

**Course Duration:**

3

**Credit Units:**

B4

**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

This course aims at enabling students to identify key theoretical concepts underlying the discourse of creativity, culture, and creative and cultural industries. Students will be able to describe the origins and development of creative and cultural industries in different economies. They will be guided to analyse the role played by English as semiotic resources in cultural branding and concept marketing that create value out of manipulation of symbolic and meaning systems. Students will apply their knowledge learnt to critically evaluate the frequent genres in which English is used in creative and cultural industries, and to ultimately create and formulate their strategies in a cultural branding project of their own.

### 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.	Identify and understand key theoretical concepts underlying the discourse of creativity, culture, and creative and cultural industries.	10%	X	X	X
2.	Describe the origins and evaluate the development of creative and cultural industries in different economies.	10%	X	X	X
3.	Analyse and evaluate the role played by English as semiotic resources in cultural branding and concept marketing that create value out of manipulation of symbolic and meaning systems.	25%	X	X	X
4.	Apply their knowledge learnt to critically evaluate the frequent genres in which English is used in creative and cultural industries by analyzing authentic examples	25%	X	X	X
5.	Create and formulate strategies in a cultural branding project.	30%	X	X	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	
Interactive	Students do assigned readings and	✓	✓				1-3

lectures and activities to introduce and exemplify key concepts in, and origins and development of, creative and cultural industries	study-questions on the readings; students also contribute, share and evaluate authentic materials they sourced.							
Interactive lectures and activities to guide students (a) to analyse and evaluate the role played by English as semiotic resources in cultural branding and concept marketing that create value out of manipulation of symbolic and meaning systems, (b) to apply their knowledge learnt to critically evaluate the frequent genres in which English	Students do collaborative projects in small groups to do a case study on an example of cultural branding and concept marketing in a creative/cultural industry, to investigate the role played by English, and to evaluate the ways in which English is used in the genres employed in the case. Students collaborate, co-author and present their work online for peer support and feedback			✓	✓			4-9

is used in creative and cultural industries									
Interactive small group activities to guide students in planning their own cultural branding projects.	Students work in collaborative small groups to create and formulate strategies in a cultural branding project in a creative/cultural industry.  Students present their work in groups online, and get feedback from peers and instructor.						✓		10-13
...									

#### 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 %								
<b>Participation and contribution to in-class discussions and activities</b>  Students are assessed according to how well they actively engage in and contribute to the weekly reading, discussions and activities through which they learn to describe and give accounts and examples of concepts, and apply these concepts to analyse various topics in creative and cultural industries. Students will also write a reflective essay on their experience of discovering the operation of creative/cultural industries.  Students are expected to contribute both in class and online through active participation and content contribution.	✓	✓	✓	✓			40%	
<b>Case Study: Individual Report</b>	✓	✓	✓	✓			30%	

<ul style="list-style-type: none"> <li>● Students do a case study on the development of a creative/cultural industry (local or international) to investigate the role played by English and to evaluate the ways in which English is used in the particular industry.</li> </ul> <p>Students will collect data from relevant sources on an example of a city/nation-based initiative to develop creative industries. The findings and analysis will be presented as an individual report and shared on an online platform.</p>								
<p><b>Group Project: Ethnographic study of a Creative/Cultural Industry (Group Presentation &amp; Group Project Report)</b></p> <ul style="list-style-type: none"> <li>● Students will work in small groups (of 4-5 students) to create and formulate strategies for an ethnographic study of a creative/cultural industry.</li> </ul> <p>As a group, students will design and conduct an ethnographic study of one creative/cultural industry. Students will network with professionals from creative/cultural industry to discover the working of the specified industry. They will write up their findings as a group report, and present this report in a formal presentation and answer queries from peers and instructor. The final report will be shared to an online platform for peer evaluation and reflection.</p>				✓			30%	
Examination: _____% (duration: _____, if applicable)								

\* The weightings should add up to 100%.

100%
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## 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)
<b>1. Case Study: Individual Report</b>	Content	Able to choose a suitable topic, identify and describe the key data, apply appropriate principles, concepts to analyse the data, make links with theories learnt and create new insights.	Able to choose a suitable topic, identify and describe the key data, and apply appropriate principles, concepts to analyse the data and create insights.	Able to choose a suitable topic, identify and describe the key data, applying some principles and concepts to analyse the data, and create insights with moderate accuracy and appropriateness.	Able to choose a suitable topic and identify and describe the key data	Unable to choose a suitable topic and/or identify key data.
	Language	Able to express ideas in cohesive, accurate English with a minimum of errors, in an appropriate style and format	Able to express ideas in cohesive, accurate English with a some errors, in a mostly appropriate style and format	Able to express ideas in mostly cohesive, accurate English with a some errors, in a moderately appropriate style and format	Able to express ideas in moderately accurate English with a some errors, in an appropriate format	Unable to express ideas in clear and accurate English.
<b>2. Group Presentation and report</b>	<b>Content</b>	Able to conduct an appropriately designed ethnographic study of a chosen industry by collecting data from various credible sources,	Able to conduct a well-designed ethnographic study of a chosen industry by collecting data from various credible sources, formulating	Able to conduct an ethnographic study of a chosen industry by collecting data, formulating research strategies, identifying some features of the industry, applying	Able to conduct an ethnographic study of a chosen industry by collecting data, formulating research strategies, identifying some features of the industry, applying some principles,	Unable to meet the assessment requirement.

		formulating effective research strategies, identifying key features of the industry, applying principles, concepts and tools of cultural studies accurately, and apply knowledge, create new insights and skills effectively in writing and presenting a highly professional report.	effective research strategies, identifying key features of the industry, applying principles, concepts and tools of cultural studies accurately, and apply knowledge, create insights and skills effectively in writing and presenting a professional report.	principles, concepts and tools of cultural studies accurately, and apply knowledge, create insights and skills in writing and presenting a professional report.	concepts and tools of cultural studies, and apply some knowledge and skills in writing and presenting a report.	
	<b>Language</b>	Able to express ideas in cohesive, accurate English with a minimum of errors, in an appropriate style and format.	Able to express ideas in cohesive, accurate English with a some errors, in a mostly appropriate style and format	Able to express ideas in mostly cohesive, accurate English with a some errors, in a moderately appropriate style and format	Able to express ideas in moderately accurate English with a some errors, in an appropriate format	Unable to express ideas in clear and accurate English.
<b>3. In Class Participation, Discussion and Activities</b>	<b>Content</b>	Able to evaluate observations and arguments into a coherent and insightful analysis and express it clearly and succinctly. Able to source and contribute	Able to link key features in the concepts learnt and identify key patterns and describe these linkages and patterns clearly. Able to source and contribute good	Able to identify key features in the concepts learnt and describe them clearly and accurately. Able to source and contribute authentic content	Able to identify and describe features in the concepts learnt. Able to source and contribute authentic content materials for class discussion.	Unable to identify key features in the relevant concepts. Unable to source and contribute authentic materials for class discussion.

		exemplary authentic content materials for class discussion.	authentic content materials for class discussion.	materials for class discussion.		
	<b>Language</b>	Able to interact appropriately and productively in English with appropriate phonology and grammar.	Able to interact appropriately and in English with mostly appropriate phonology and grammar.	Able to interact in English with some errors in phonology and grammar.	Able to interact in moderately accurate English with a number of phonological and grammatical errors.	Unable to interact and be understood in English.

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

**1. Keyword Syllabus**

**Creativity, creative and cultural industries, cultural branding, concept marketing, English genres, semiotic resources, symbolic and meaning systems.**

**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.	
2.	
3.	
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**2.2 Additional Readings**

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

1.	Carter, R. (2004). <i>Language and creativity</i> . London: Routledge.
2.	Cook, G. (1992). <i>The discourse of advertising</i> . London: Routledge.
3.	Florida, R. (2002). <i>The rise of the creative class, and how it's transforming work, leisure, community and everyday life</i> . New York: Basic Books.
4.	Hartley, J. (Ed.) (2005). <i>Creative industries</i> . Oxford: Blackwell.
5.	Holt, D. B. (2004). <i>How brands become icons: the principles of cultural branding</i> . Boston, Mass.: Harvard Business School.
6.	Centre for Cultural Policy Research (2003) <i>Baseline Study on Hong Kong's Creative Industries</i> . Hong Kong, University of Hong Kong.
7.	Creative Singapore Initiative (1998). <i>Creative Singapore: A Renaissance Nation in the Knowledge Age: Report of the Committee to upgrade LaSalle and NAFA</i> . Singapore.
8.	Choi, Y. G. (2006). <i>What is the Cultural Content</i> . Seoul: Sallimbooks.
9.	O'Connor, J. (2007). <i>The cultural and creative industries: a review of the literature</i> . London:
10.	Creative Partnerships Arts Council England. Retrieved August 23, 2008 from kulturekonomi: <a href="http://kulturekonomi.se/">http://kulturekonomi.se/</a> .
11.	Potts, J., & Cunningham, S. (2008). Four Models of the Creative Industries. <i>Journal of Cultural- Science</i> , 1, 23.