offered by Department of English
with effect from Semester A 2018/19

Part I   Course Overview

Course Title:	Creative Professions Projects
Course Code:	EN4572
Course Duration:	2 semesters
Credit Units:	6
Level:	B4
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)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   **Abstract**

The Creative Communication Professional Projects course is a blend of theory and practice enabling the student to apply existing knowledge in a real world setting. The module also emphasises evaluation and analysis of the English language creative communication process.   This course enables students to discover the realities of the workplace in the context of the creative industries and facilitates their ability to create workable solutions for workplace projects. The practical production of a creative communication collaterals in English, such as an exhibition, event, video, script, speech, public relations or advertising campaign, website, seminar, feature articles, magazine, poster or brochure for example, in collaboration with a host organisation from the creative industries provides a stimulus for critical thinking, evaluation and reflection of the entire creative communications process in a real life, professional context.

This course provides a practical basis for critical thinking allowing students to demonstrate their intellectual abilities and creative communication skills in English at a level appropriate for the Honours degree.

The course aims to:

- apply creative communication concepts and techniques involved in the complex process of creating and managing creative projects and creating English language documents in the workplace and public spaces across a range of texts and for various audiences.
- critically evaluate the impact that creative communication messages have on stakeholders across a range of social and professional contexts
- understand and apply the creative communicative devices in English used by professional creative communicators
- practice writing and presenting creative communication in English messages across a range of creative industry genres

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.	**Apply** creative communication theories to practice as a means of understanding the multiple roles involved in English language based creative expression throughout the life cycle of the creative project.		X	X	X
2.	**Develop** students' understanding of how English language based creative communication is used across a range of professional contexts for a range of communicative purposes in the creative industries.		X	X	X
3.	**Explain** how creative communication projects operate and require creative competencies at an individual and collective level		X	X	X

4.	**Identify** and implement the use of various genres of creative expression and communication to fulfil the host's brief determined by the creative communication objectives		X	X	X
5.	**Critically analyse** which creative skills and sets of knowledge are most useful for a given purpose.		X	X	X
6.	**Discuss** the role of group and individual within the group and how a creative communications project works from beginning to end.		X	X	X
7.	**Reflect** on the process of creative communication management and the necessary creative approach by doing a communications project for the creative industries.		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	5	6	7	
Briefing sessions.	The briefing sessions by the project co-ordinator prepares students for the main expectations of the projects throughout the creative project lifecycle and encourages students to generate creative solutions for authentic workplace projects.	✓		✓	✓				throughout the 2 semesters
Weekly meetings with academic supervisor.	Project groups meet on a weekly basis with their academic supervisor to update on progress and to facilitate guidance throughout their process of knowledge discovery and workplace innovation.	✓			✓	✓	✓		throughout the 2 semesters
Methodology	Students throughout the					✓	✓	✓	throughout the 2 semesters

in action activities:	project will work closely with the host organization to apply and experiment with creative and cultural communication knowledge and skills in English that they have discovered throughout the BAES curriculum. During the year long creative industries project students will utlise a range of critical and practical methodologies in English covered in lectures, readings and practised in tutorial sessions across the curriculum.								
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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	6	7		
Continuous Assessment: 100 %									
Creative Projects Proposal. The student group write a proposal in English outlining the aims and objectives of the creative communication based project. Assessed as a group by project supervisor.	✓		✓	✓				10%	Group work, assessed individually
Progress Report. The student group will write a progress report in English outlining to what extent they have fulfilled the brief as outlined on the creative			✓	✓	✓			10%	Group work, assessed individually

project proposal in terms of the task and the timeline. In doing this they will reflect on the progress of their creative communication ideas and the extent that they have been applied in practice. Assessed as a group by project supervisor.									
Oral Group Presentations (15 minute presentation). Students arranged in their creative project groups will be asked to present an analysis of their project in English that they have devised and implemented for a commercial or not for profit organization during the academic year. Group work, assessed as a group by project supervisor and one assigned assessor (anonymous to the group).		✓	✓			✓	20%	Group work, assessed individually	
Exhibition Booth. Students present their year long projects that they have created and managed in a public exhibition booth format on CityU campus.. Group work, assessed as a group by two assigned assessors (anonymous to the group).		✓	✓		✓		20%	Group work, assessed individually	

Assessment	1	2	3	4	5	6	7	Weighting	Remarks
Analysis Paper. Individual students compose a paper in English critically reflecting on their role in the creative management and production process underlying their year long project. In writing this paper they are encouraged to reflect on the most useful creative communication theories and skills that they have encountered and actively applied during their years of study and also to critically evaluate their role as a group member and an individual within their creative communication based project.	✓			✓	✓		✓	20%	Individual work assessed on individual basis
Host evaluation feedback. Host representatives are asked to assess the group's creative communications efforts mid-point through the project.		✓	✓					20%	Group work, assessed individually
	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. **Creative Projects Proposal**	**X X**	♦ Objectives of the project are extremely well outlined. ♦ The content of the proposal is very well selected and creatively developed signalling an outstanding determination to generate and implement creative solutions to activate and manage the project. ♦ All relevant information and key aspects of	♦ Objectives of the project are well outlined ♦ The content is well selected and creatively developed signalling a good determination to generate and implement creative solutions to activate and manage the project. ♦ Most relevant information and key aspects of the project's strategy and tactics are	♦ Objectives of the project are partly outlined. ♦ The content selected is somewhat sufficient signalling a moderate determination to generate and implement creative solutions to activate and manage the project. ♦ Only part of the information and key aspects of the project's strategy and tactics are included for	♦ Objectives of the project are poorly outlined. ♦ The content selected is insufficient signalling a poor determination to generate and implement creative solutions to activate and manage the project. ♦ The content selected for analysis is sketchy and inadequate. ♦ Only very limited information and key aspects of the project's strategy and tactics are included for	♦ Objectives of the project are very badly outlined and totally inadequate. ♦ The content selected for analysis is totally inadequate signalling an inadequate determination to generate and implement creative solutions to activate and manage the project. ♦ Very limited or inaccurate information and key aspects of the project's strategy and tactics is incorporated for

		the project's strategy and tactics are comprehensively included for analysis, including a comprehensive timeline. ♦ The information is comprehensively explained in terms of proposed project activities. ♦ The information and content provided is effectively conveyed in coherent and accurate English.	included for analysis, including a workable timeline. ♦ The information is sufficiently analyzed and explained in terms of proposed activities. ♦ The information and content are clearly conveyed in reasonably accurate English.	analysis, including a sufficient timeline. ♦ Only part of the information is analyzed and explained in terms of proposed activities. ♦ Only part of the information and content is conveyed in moderately accurate English.	analysis, including a poorly structured timeline. ♦ The analysis in terms of proposed activities is not informative or comprehensive. ♦ The information and content conveyed is limited and delivered in poorly understood English.	analysis, with no timeline. ♦ The analysis is not at all comprehensible. ♦ The information and message conveyed are not comprehensible. ♦ Unable to summarize key information and content, and unable to use understandable English
Creative Projects Progress Report	**X X**	♦ Progress of the project is	♦ Progress of the project is well	♦ Progress of the project is partly	♦ Progress of the project is poorly	♦ Progress of the project is not

extremely well outlined.	outlined.	outlined.	outlined.	outlined at all.
♦ The content of the report is very well structured and developed showing outstanding evidence of creative knowledge generation and application. ♦ All relevant information and key aspects of the progress regarding the project's strategy and tactics are comprehensively included for analysis, including a detailed	♦ The content of the report is well structured and developed showing good evidence of creative knowledge generation and application. ♦ Most relevant information and key aspects of the progress regarding the project's strategy and tactics are included for analysis, including a good evaluation of adhering to the proposed timeline. ♦ Mismatches	♦ The content of the report is sufficiently structured and developed showing sufficient evidence of creative knowledge generation and application. ♦ Only some of the relevant information and key aspects of the progress regarding the project's strategy and tactics are included for analysis, including a limited evaluation of adhering to the proposed	♦ The content of the report is insufficiently structured and developed showing little evidence of creative knowledge generation.and application. ♦ Only very limited information and key aspects of the progress regarding the project's strategy and tactics are included for analysis, including a poor evaluation of adhering to the proposed timeline. ♦ Mismatches between proposed work plan and slippage is accounted for in an very inadequate	♦ The content of the report is totally insufficient in structure and development showing no evidence of creative knowledge generation.and application. ♦ Extremely limited information and aspects of the progress regarding the project's strategy and tactics are included for analysis, including an extremely poor evaluation of adhering to the proposed timeline. ♦ Mismatches between proposed work plan and slippage is

		evaluation of adhering to the proposed timeline. ♦ Any mismatch between proposed work plan and slippage is comprehensively accounted for. ♦ The information and content provided is effectively conveyed in coherent and accurate English.	between proposed work plan and slippage is accounted for. ♦ The information and content are clearly conveyed in reasonably accurate English.	timeline. ♦ Mismatches between proposed work plan and slippage is accounted for in a limited manner. ♦ Only some of the information and content are clearly conveyed in moderately accurate English.	manner. ♦ Very little information and content are conveyed with very inaccurate English	accounted for in an extremely inadequate manner or not accounted for at all. ♦ Hardly any information and content are conveyed and with extremely inaccurate English.
Group Presentations	X X	♦ Present comprehensive overview of project details. ♦ Content and structure of presentation is extremely well	♦ Present good overview of project details ♦ Content and structure of presentation is well devised and presented	♦ Present fair overview of project details ♦ Content and structure of presentation is fairly well devised and	♦ Present poor overview of project details ♦ Content and structure of presentation is poorly devised and presented as group	♦ Present very insufficient overview of project details ♦ Content and structure of presentation is devised and

		devised and presented in a very comprehensive way as group provide insightful summary of the project challenges and achievements based on their ability to generate new knowledge and innovative solutions to inform practice. ♦ Presentation delivered in highly professional way with clear and confident delivery. ♦ Presentation demonstrates	in a comprehensive way as group provide good summary of the project challenges and achievements based on their ability to generate new knowledge and innovative solutions to inform practice. ♦ Presentation delivered in highly professional way with clear and confident delivery. ♦ Presentation demonstrates good collaborative effort on behalf	presented in a fairly comprehensive way as group provide fair summary of the project challenges and achievements based on their ability to generate new knowledge and innovative solutions to inform practice. ♦ Presentation delivered in fairly professional way with hesitant delivery. ♦ Presentation demonstrates some collaborative effort on behalf	provide weak summary of the project challenges and achievements based on their ability to generate new knowledge and innovative solutions to inform practice. ♦ Presentation delivered in unprofessional way with very hesitant delivery. ♦ Presentation demonstrates little collaborative effort on behalf of group as only few members contribute to presentation. ♦ The information and content provided is mostly conveyed in an unclear way and	presented in a very unprofessional way as group provide extremely unprofessional and weak summary of the project challenges and achievements based on their ability to generate new knowledge and innovative solutions to inform practice. ♦ Presentation delivered in a highly unprofessional way with extremely hesitant delivery. ♦ Presentation demonstrates no collaborative effort on behalf of group as one or two members contribute

		excellent collaborative effort on behalf of group as all members contribute to presentation. ♦ The information and content provided is effectively conveyed in very coherent and accurate English.	of group as most members contribute to presentation. ♦ The information and content provided is well conveyed in coherent and accurate English.	of group as some members contribute to presentation. ♦ The information and content provided is conveyed in an unclear way at times and with moderately accurate English	largely with inaccurate English.	to presentation. ♦ The information and content provided is wholly conveyed in an unclear way and with totally inaccurate English.
Exhibition Booth	X X	♦ Present a highly informative account of their project overall and engage with the visitor in a very enthusiastic and highly professional manner. ♦ Presentation of display boards	♦ Present an informative account of their project overall and engage with the visitor in an engaging and professional manner. ♦ Presentation of display boards good in terms of content and	♦ Present a reasonable account of their project and engage with the visitor in a reasonably engaging and a reasonably professional manner. ♦ Presentation of display boards fair in terms of content and	♦ Present a limited account of their project and engaged with the visitor in a hesitant and a limited professional manner. ♦ Presentation of display boards poor in terms of content and visual layout. ♦ The information	♦ Present a limited account of their project and engaged with the visitor in a very hesitant and a highly limited professional manner. ♦ Presentation of display boards very poor in terms of content and visual layout.

		excellent in terms of content and visual layout. ♦ The information and content provided on the display boards and in conversation is wholly conveyed in effectively conveyed in very coherent way and in very accurate English.	visual layout. ♦ The information and content provided on the display boards and in conversation is wholly conveyed in a clear way and with accurate English.	visual layout. ♦ The information and content provided on the display boards and in conversation is conveyed in a fair way and with moderately accurate English.	and content provided on the display boards and in conversation is conveyed in a poor way and with moderately inaccurate English.	♦ The information and content provided on the display boards and in conversation is conveyed in an extremely poor way and with very inaccurate English
Analysis Paper	X X	Able to critically analyze the impact of project experience from an individual, group and workplace perspective by describing and analyzing the overall process and practices of their group and their individual role using appropriate creative communication theories and	Able to analyze the impact of the project experience from an individual, group and workplace perspective by describing and analyzing most aspects of the process and practices of the project group and their individual role using creative communication theories and concepts, providing good	Able to analyze some of the impact of the project experience from an individual, group and workplace perspective by describing and analyzing some aspects of the process and practices of the project group and their individual role using few creative communication theories and concepts, providing arguments and	Only able to analyze few of the project experiential impacts from an individual, group and workplace perspective by describing and analyzing limited aspects of the process and practices of the project group and their individual role using limited creative communication theories and concepts, providing arguments and evidence, in largely inaccurate English.	Unable to analyze the impact of the project from an individual, group and workplace perspective, and not able to select examples to analyse or identify theories to apply and/or to express ideas at all in accurate English.

		concepts, providing excellent and appropriate arguments and evidence, in very clear and accurate English.	arguments and evidence, in clear and accurate English	evidence, in moderately accurate English		
Host evaluation feedback	X X	Able to negotiate their position from the outset and manage the project extremely well and professionally, keeping completely on track with the initial project objectives and largely on time with creative deliverables, communicating verbally and orally in very clear and accurate English	Able to negotiate their position from the outset and manage the project well and professionally, keeping on track with the initial project objectives and on time with creative deliverables, communicating verbally and orally in clear and accurate English.	Able to negotiate their position from the outset and manage the project reasonably well, keeping moderately on track with the initial project objectives and partly on time with creative deliverables, communicating verbally and orally in moderately clear and accurate English	Only able to partly negotiate their position from the outset and manage the project inconsistently, failing often to keep on track with the initial project objectives and on time with creative deliverables, communicating verbally and orally in largely inaccurate English.	Unable to manage the project throughout, and unable to keep on track with the initial project objectives or on time with creative deliverables and/or unable to express ideas at all in accurate English.

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

1.   Keyword Syllabus
Creativity, creative industries, culture industries, creative writing, events organisation, marketing, scriptwriting, speechwriting, feature writing, copywriting, public relations, desktop publishing, communication management, artwork, intercultural communication, mediated communication, promotional communication, public communication, collaborative writing, argumentation, composition, audience analysis, public relations writing, advertising copywriting, promotional writing, persuasive writing genre 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.	
2.	
3.	
…	

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

1.	Bilton, Chris (2007) Management and Creativity: from creative industries to creative management. Malden, MA.: Oxford: Blackwell Pub.
2.	Burke, Rory and Barron Steve (2007) Project management leadership: Building creative teams. London: Burke Publishing
3.	DeFillippi, R J., Arthur, M. B. Lindsay, V. J. (2006) *Knowledge at work: creative collaboration in the global economy*. Malden, Mass: Blackwell Publishing
4.	Dinsmore, P. C. (1999) *Winning in business with enterprise project management*. New York: AMACOM.
5.	Lewis, J. P. (2007) *The project manager's desk reference: a comprehensive guide to project planning, scheduling, evaluation, and systems*. New York: McGraw-Hill.
6.	McKeown, N. (1982) *Case studies and projects in communication*. London: Methuen.
7.	Nemiro, Jill. E. (2004) Creativity in virtual teams: key components for success. San Frnscisco: Pfeiifer
8.	Rubin, R. B., Rubin, A. M., Piele, L. J. (2005) *Communication Research: strategies and sources*. Belmont, CA: Thomson/Wadsworth
9.	Scase, Richard. (2000) Managing Creativity: the dynamics and work and organization. Buckingham: Open University Press
10.	Smith, Karl A. (2000) Project Management and Teamwork. Boston, MA.: McGraw Hill
11.	VanAlystyne J. S., Tritt. M. D. (2002) Professional *and technical writing strategies : communicating in technology and science.* Upper Saddle River, N.J.: Prentice Hall