

**City University of Hong Kong  
Course Syllabus**

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

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**Part I Course Overview**

**Course Title:** The Life and Times of the English Language

**Course Code:** GE2133

**Course Duration:** One semester

**Credit Units:** 3

**Level:** B2

X Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:**  
*(Course Code and Title)* None

**Precursors:**  
*(Course Code and Title)* None

**Equivalent Courses:**  
*(Course Code and Title)* None

**Exclusive Courses:**  
*(Course Code and Title)* None

## Part II Course Details

### 1. Abstract

(A 150-word description about the course)

This course is organized thematically to provide an overview of English as a subject of academic study. Each interdisciplinary theme introduces students to foundational areas of the English subject, and will help students learn about the history, the structure, and the current global role of the language. At the same time, the themes are used to illustrate a range of key methods of inquiry and different fields of research relevant to the subdisciplines of English. Each theme will be examined from multiple overlapping or intersecting disciplinary perspectives including linguistics and, sociolinguistics, literary history and theory, and cultural studies. The course therefore connects language/communication perspectives with literary/cultural studies perspectives, providing a 360-degree introduction to English studies.

### 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 <sup>#</sup>	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify and discuss key areas of English studies.		√		
2.	Explain and apply key methodologies used in English studies.		√	√	√
3.	Explain and apply foundational concepts in English studies.		√	√	√
4.	Apply one or more concepts from English studies to other fields of study.		√	√	√
		100%			

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

<sup>#</sup> Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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			
Interactive lectures	Students attend lectures having completed preparatory tasks on specified content, and check and enrich their understanding of the	√	√	√				

	content during the lecture and activities contained within it.							
Reflective tasks	Students complete tasks related to each of the course's themes and write reflections the process of applying their learning to the tasks.	√	√	√				
Independent inquiry	Students identify ways in which the themes and methods introduced in the course can be applied to inform their major, some other academic subject, or further study within English.	√	√	√	√			

#### 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				
<b>Participation.</b> Students play an active and constructive role in all teaching and learning activities.	√	√	√				10%	
<b>Learning portfolio.</b> Students compile out-of-class tasks and complete reflections on their learning.	√	√	√	√			20%	
<b>Project report.</b> Students apply one or more of the concepts or methods introduced in the course to a specific topic or problem. (1,000 to 1,500 words)	√	√	√	√			30%	
<b>In-class final test.</b> Students complete an in-class test covering course content.	√	√	√				40%	
							100%	

\* The weightings should add up to 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. Participation	Constructive engagement	Very constructive and active engagement in class activities.	Constructive and active engagement in most class activities.	Engagement and contributions are limited qualitatively, quantitatively or both.	Little engagement in class activities; contributions in class are limited in number or not constructive.	Minimal engagement in class activities; contributions in class are rare or not constructive.
2. Learning portfolio	Task completion	Assigned tasks are completed to a high standard and presented in the portfolio.	Assigned tasks are completed to a good standard and presented in the portfolio.	Assigned tasks are presented in the portfolio with some omissions or significant inaccuracy.	Many tasks are missing from the portfolio and/or there is a high degree of inaccuracy.	Few or none of the tasks are completed and/or those which are presented in the portfolio are done to a low standard.
	Reflection	The reflective component of the portfolio shows a very high degree of awareness of the relationship between the task and the course themes.	The reflective component of the portfolio shows a good degree of awareness of the relationship between the task and the course themes.	The reflective component of the portfolio shows a limited but satisfactory awareness of the relationship between the task and the course themes.	The reflective component of the portfolio shows a significantly limited awareness of the relationship between the task and the course themes.	The reflective component of the portfolio is not completed, or shows little or no awareness of the relationship between the task and the course themes.
	Language use	The lexicogrammar is extremely accurate and idiomatic.	The lexicogrammar is generally accurate and idiomatic; minor errors do not negatively affect comprehension.	The lexicogrammar is generally accurate and idiomatic; relatively few errors have a minor effect on comprehension.	Frequent inaccurate and/or unidiomatic features in the lexicogrammar disrupt comprehensibility.	Lexicogrammatical errors are frequent and seriously disrupt comprehension.
3. Project report	Application of concepts and methods	The report demonstrates a strong understanding of concepts or	The report demonstrates a good understanding of concepts or	The report demonstrates a limited understanding of concepts or methods	The report demonstrates a very weak understanding of concepts or methods from	The report is not completed, or it demonstrates little or no understanding/application of the concepts or

		methods from English studies and a strong ability to apply them in order to inform a problem or question.	methods from English studies and a good ability to apply them in order to inform a problem or question.	from English studies and/or the ability to apply them.	English studies and/or the ability to apply them.	methods used.
	Language use	The report's lexicogrammar is extremely accurate and idiomatic.	The report 's generally accurate and idiomatic; minor errors do not negatively affect comprehension.	The report's lexicogrammar is generally accurate and idiomatic; relatively few errors have a minor effect on comprehension.	Frequent inaccurate and/or unidiomatic features in the report's lexicogrammar disrupt comprehensibility.	Lexicogrammatical errors are frequent and seriously disrupt comprehension.
4. In-class final test	Content knowledge	Answers demonstrate a very strong understanding of the course content.	Answers demonstrate a good understanding of the course content.	Answers demonstrate a limited but satisfactory understanding of the course content.	Answers demonstrate a weak understanding of the course content.	One or more quizzes not taken, and/or answers demonstrate a very weak understanding of the course content.

**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.)*

English studies; English language; English literature; cultural studies; professional communication.

**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.	A compendium of readings supplied by the instructor and/or available through the CityU library.
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**2.2 Additional Readings**

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

(None)
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<b>Annex (for GE courses only)</b>
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- A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

<b>GE PILO</b>	<b>Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO)</b>
PILO 1: Demonstrate the capacity for self-directed learning	4
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	1, 2, 3, 4
PILO 3: Demonstrate critical thinking skills	2, 3, 4
PILO 4: Interpret information and numerical data	1, 2, 3, 4
PILO 5: Produce structured, well-organised and fluent text	4
PILO 6: Demonstrate effective oral communication skills	-
PILO 7: Demonstrate an ability to work effectively in a team	4
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	4
PILO 9: Value ethical and socially responsible actions	-
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	4

*GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: [http://www.cityu.edu.hk/edge/ge/faculty/curricular\\_mapping.htm](http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm).)*

- B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

<b>Selected Assessment Task</b>
Project report