City University of Hong Kong
Course Syllabus

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

Part I   Course Overview

Course Title:	Word, Sound and Image: Writing for Creative Media
Course Code:	GE2413
Course Duration:	One semester
Credit Units:	3
Level:	B2

Proposed Area:
(for GE courses only)

☐ Arts and Humanities

☐ Study of Societies, Social and Business Organisations

☐ Science and Technology

√ GE English

Medium of Instruction:	English
Medium of Assessment:	English

Prerequisites:
(Course Code and Title)

Grade D in HKAL Use of English or Grade 4 in HKDSE or;
successful completion of English Academic Proficiency Courses
(EL0220, EL0222, EL0223 and EL0225 – 6 credits) or;
English for Academic Purposes (EL0200 – 6 credits) or;
English for Academic Purposes 2 (EL0200B – 3 credits) or;
Grade B or above in English for Academic Purposes 1 (EL0200A – 3 credits)

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

Word, Sound and Image: Writing for Creative Media develops students' ability to communicate effectively in English across multiple types of media. In this course, students will hone their language skills by composing written responses to print and digital media and translating between visual, written, and aural languages. Students will consider the ways in which writing—as an object and as a practice—is shaped by multimodal interactions, social context, and physical environment. They will also explore how language can be used to craft social and professional identities. *Word, Sound and Image* provides students with effective strategies for implementing writing as a key element in creative media projects, exhibitions, installations, and works that integrate photography, video, and sound. Students will have an opportunity to participate in a final group project that combines writing with multiple types of media.

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.	**Learn** the main forms of writing—critical, creative, and persuasive—relevant to the creative professions and **apply** them by writing across media platforms and in response to issues of contemporary interest.		√	√	
2.	**Explore** theories and techniques that guide multimedia composition and **practice** translating between visual, written, and spoken languages**.**		√	√	
3.	**Compose, create, and present** multimedia texts and projects.		√	√	√
4.	**Reflect** on personal and peer work and on the diversity of visual and written communications that are part of the creative professions and contemporary cultural environments.		√	√	
	* If weighting is assigned to CILOs, they should add up to 100%.	100%			

 # 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	
1.	The instructor will deliver interactive multimedia lectures in which the theories, concepts and issues are explained and illustrated.	√	√		√	Will vary depending on weekly class content
2.	Students will **read and analyse** multimodal texts and **discuss** these texts using the appropriate terminology and concepts.	√	√		√	Will vary depending on weekly class content
3.	Students will critically **reflect on and compose written** responses to different multimodal texts that pose questions and ideas relating to contemporary cultures.	√	√	√	√	Will vary depending on weekly class content
4.	Students will **evaluate, revise and edit** their own and their peers' written work with the assistance of teachers in classroom-based workshops to **comply** with the writing conventions in professional and academic settings.	√	√	√	√	Will vary depending on weekly class content
5.	Students will **collaborate** on a final group project and **present** it to the class.	√	√	√		Will vary depending on weekly class content

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		
Writing portfolio Students will be asked to write critical and creative compositions over the course of the semester. These will be written responses to course readings, in-class prompts, and multimodal projects from various professional disciplines, such as: advertising; film; literature; journalism; non-profit agencies, small businesses, etc. (4 entries, 450 to 500 words each)	√	√	√	√	40%	(10% per entry; 40% individual assessment)
Peer Assessment Students will participate in workshops where they provide written feedback to their peers on writing portfolio entries and project proposals.	√			√	10%	(10% individual assessment)
Proposal Students will submit a proposal for their final project, which identifies the question or purpose of their project, describes the contribution or innovation it is making, and situates it within a relevant professional and cultural context.	√	√	√	√	15%	(15% group assessment for proposal)
Group project Students work in groups to design and create a final project that responds to an assigned topic or problem. The final projects might be: a catalogue for a proposed exhibition; a website for a proposed professional organization; a script and visual design for a proposed video game; an interactive story; or a short film. Students will apply a comprehensive understanding of written and visual composition and work collaboratively to create their catalogue/website/script/story/film (25%). Students' individual performances will be evaluated in a personal reflection paper (250-300 words, 10%).	√	√	√	√	35%	(25% group assessment; 10% individual assessment)
Examination: 0% (duration:)						

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.Writing portfolio	(i) Creative and critical thinking	Excellent skills of critical explication and analysis are demonstrated in writing tasks. Demonstrates excellent ability to read and respond to multiple sources and synthesize key information. Demonstrates exemplary ability to think creatively, formulating independent ideas and often taking risks. Use of story-telling devices is highly effective and results in compelling, original narratives.	Good skills of critical explication and analysis are demonstrated in writing tasks. Demonstrates good ability to read and respond to multiple sources and synthesize most of the key information. Demonstrates ability to think creatively, with some divergent thinking applied. Use of story-telling devices is mainly effective and results in a coherent narrative.	Some evidence of critical explication and analysis skills are demonstrated in writing tasks. Demonstrates some comprehension of sources, responds to some of the main ideas, and synthesizes some basic information. Some ability to think creatively is shown. Use of story-telling devices is attempted, but may not be effective or lead to a coherent narrative.	Weak critical explication and analysis skills are demonstrated in the writing tasks. Little evidence that sources were comprehended, with little or no synthesis of ideas. Little imagination used in the completion of the task. Use of story-telling devices is lacking, resulting in an incoherent or incomplete narrative.	Fails to show critical explication or analysis skills in the writing tasks. Little or no evidence of having read or comprehended sources. No attempt to think creatively or use story-telling devices or fails to submit the task.

	(ii) Fluency with academic writing conventions	Demonstrates excellent ability to apply the conventions of academic writing across a variety of genres. Uses quotes properly and in a highly effective way. Excellent coherence and structure. Style and tone of writing is highly appropriate for the genre and intended audience.	Demonstrates good ability to apply the conventions of academic writing across a variety of genres. Uses quotes properly and in a mainly effective way. Good coherence and structure. Style and tone of writing is suitable for the genre and intended audience.	Demonstrates adequate ability to apply the conventions of academic writing across a variety of genres. Use of quotes may be inaccurate, awkward or ineffective. Coherence and structure may be inconsistent. Style and tone of writing may be erratic but show some evidence of being suited to the genre and/or intended audience.	Demonstrates little ability to apply the conventions of academic writing across a variety of genres. There may be a misuse or overuse of quotes. Use of coherence and cohesive devices may be problematic; meaning may not be not clear and requiring re–reading. Style and tone of writing is not appropriate for the genre or intended audience.	Fails to apply the conventions of academic writing across genres or does not complete the task. Misuse of quotes or failure to cite sources properly. Fails to use organizational and cohesive devices to make meaning. Style and tone fail to follow conventions of the genre or appeal to intended audience.
	(iii) Language use	Demonstrates excellent grammatical/lexical range, accuracy, and idiomacy. Choice of lexicogrammatical forms is usually appropriate and effective.	Demonstrates good grammatical/lexical range, accuracy, and idiomacy. Lexicogrammatical forms are generally appropriate and effective and exceptions generally do not affect comprehensibility.	Demonstrates adequate grammatical/lexical range, accuracy, and idiomacy. Some inappropriate or ineffective lexicogrammatical forms may limit comprehensibility to a minor extent.	Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis. Frequent lexicogrammatical inaccuracies seriously affect comprehensibility.	Fails to use language effectively. Frequent lexicogrammatical inaccuracies result in a largely incomprehensible text.
2. Peer Assessment	(i) Contribution	Excellent ability to follow and apply criteria for peer assessment, reliably evaluating strengths and weaknesses in a fair, constructive and detailed way.	Good ability to follow and apply criteria for peer assessment, reliably evaluating strengths and weaknesses in a fair and constructive way.	Adequate ability to follow and apply criteria for peer assessment, evaluating strengths and weaknesses in a fair, but vague way.	Very superficial attempt at peer feedback which may be unreliable, because vague, meagre, or careless.	Very little attempt at peer feedback or failed to participate.
	(ii) Language and feedback skills	Excellent language ability and feedback skills in written feedback.	Good language ability and feedback skills in written feedback.	Adequate language ability and feedback skills in written feedback.	Feedback is not communicated very well and language skills are not applied effectively.	Very little feedback or language skills demonstrated or did not participate in the task.
3. Proposal	(i) Creative and critical thinking	Excellent critical reflection and analysis of	Good critical reflection and analysis of	Adequate critical reflection and analysis of	Little critical reflection and analysis of	Fails to show any critical reflection on background

		background research demonstrated. Develops an innovative, informed proposal that takes risks and shows imaginative thinking.	background research demonstrated. Develops a strong proposal that shows some imaginative thinking.	background research demonstrated. Develops an acceptable proposal that shows promise.	background research demonstrated. Little imagination used in developing a proposal and ideas may be derivative or repetitive.	research. Little or no imagination used in developing a proposal or fails to submit task.
	(ii) Language skills	Excellent use of language to describe, persuade, and generate interest in the project.	Good use of language to describe and generate interest in the project.	Adequate use of language in describing and generating interest in the project.	Language is not effectively used to describe, persuade, or generate interest in the project.	Fails to use language to effectively describe the project or fails to submit task.
4. Group project	(i) Knowledge of subject	Demonstration of subject knowledge is exemplary, with evidence of in-depth research and enquiry and adept application of concepts related to the proposed project.	Demonstration of subject knowledge is good, with evidence of sufficient research and enquiry and good application of concepts related to the proposed project.	Demonstration of subject knowledge is adequate, with some evidence of research and enquiry and attempts made to apply concepts related to the proposed project.	Demonstration of subject knowledge is weak, with little evidence of research, enquiry, or application of concepts related to the proposed project.	Very little or no evidence demonstrated of subject knowledge, research or application of concepts related to proposed project or fails to complete task.
	(ii) Collaborative learning	Excellent cohesive team that works collaboratively, energetically, and effectively to meet deadlines. All team members highly engaged.	Good cohesive team that works collaboratively to meet deadlines. Most team members highly engaged.	Adequate cohesive team work, though some deadlines may have been missed. Some members remain passive.	Little evidence of effective collaborations and deadlines may have been missed. Some team members not contributing.	No evidence of team work due to lack of participation or non-attendance.
	(iii) Problem solving	Excellent ability to engage in the process of designing, evaluating and implementing a strategy for addressing the question or achieving the goal articulated in the proposal. Realised proposed project in an exemplary way, showing deep engagement with	Good ability to engage in the process of designing, evaluating and implementing a strategy for addressing the question or achieving the goal articulated in the proposal. Realised proposed project effectively, showing serious engagement with topic.	Adequate ability to engage in the process of designing, evaluating and implementing a strategy for addressing the open question or achieving the goal articulated in the proposal. Realised proposed project in an adequate way, showing some engagement with	Weak ability to engage in the process of designing, evaluating and implementing a strategy for addressing the open question or achieving the goal articulated in the proposal. Proposed project is unsatisfactorily realised, showing little preparation	Little ability is shown to engage in the process of designing, evaluating and implementing a strategy for addressing the open question or achieving the goal articulated in the proposal. Project was poorly realised or not completed.

		topic.		topic.	and/or engagement with topic.	
	(iv) Creative thinking	Demonstrates exemplary ability to think creatively, often taking risks and thinking independently. Spoken and visual story-telling devices and/or persuasive communication skills are used in highly imaginative and effective ways.	Demonstrates good ability to think creatively, taking some risks taken and with some divergent thinking applied. Spoken and visual story-telling devices and/or persuasive communication skills are used in mainly effective ways.	Demonstrates adequate ability to think creatively, taking a few risks which may not always be successful. Spoken and visual story-telling devices and/or persuasive communication skills are used in sometimes effective ways.	Demonstrates weak ability to think creatively, taking little risk. Spoken and visual story-telling devices and/or persuasive communication skills are poorly deployed.	Demonstrates little ability to think creatively, with no risks taken or divergent thinking applied. Spoken and visual story-telling devices and/or persuasive communication skills are used ineffectively or not at all.
	(v) Fluency in written, spoken and visual languages	Combines written texts and visual images together in sophisticated and effective ways that support the overall purpose of the project. Excellent coherence and structure. Demonstrates excellent grammatical/lexical range, accuracy, idiomaticity, and fluency.	Combines written text and visual images in mainly effectively ways. Good coherence and structure. Demonstrates good grammatical/lexical range and accuracy, idiomaticity, and fluency.	Uses written text and visual images in sometimes effective ways. Adequate coherence and structure. Demonstrates adequate grammatical/lexical range, accuracy, idiomaticity, and fluency.	Use of written text and visual images is incoherent and/or ineffective. Problematic organization and use of cohesive devices where meaning is not clear. Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.	Fails to incorporate written text and visual images effectively. Fails to use organizational and cohesive devices to make meaning or fails to complete the task.
	(vi) Personal reflection paper	Excellent description of personal learning process with clear and detailed evaluative comments related to that process and areas noted for improvements.	Good description of personal learning process with a selection of evaluative comments related to the process and may include noting areas for improvement.	Only adequate description of personal learning process with no clear articulation of knowledge gained or on-going learning improvements.	Only a very superficial personal learning reflection completed with little critical appraisal of the process or notes for improvements.	No attempt at describing personal learning reflection or fails to submit the task.

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.)

    Multimodal writing, transmedia literacy, writing for creative media professions, visual communication, contemporary culture

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.	Alleyne, B. (2014) *Narrative networks: storied approaches in the digital age*. Thousand Oaks, CA: Sage.
2.	Carroll, B. (2017) *Writing and editing for digital media*. 3rd edition. London: Routledge.
3.	Huber, A. (2018) *Telling the design story: effective and engaging communication*. London: Focal Press.
4.	Page, Ruth and Bronwen Thomas. (2011) *New narratives: stories and storytelling in the digital age*. Lincoln, NB: University of Nebraska Press.

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

1.	Crystal, D. (2011). *Internet linguistics*. NY: Routledge.
2.	Danet, B., & Herring, S.C. Eds. (2007). *The multilingual internet: language, culture and communication online*. Oxford: Oxford University Press.
3.	Kessler, Lauren and Duncan McDonald.(2004) *When Words Collide: A Media Writer's Guide to Grammar and Style*. 6th ed. Belmont, CA: Wadsworth Publishing.
4.	Kress, G. (2003). *Literacy in the new media age*. New York: Routledge.

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:

GE PILO	**Please indicate which CILO(s) is/are related to this PILO, if any** *(can be more than one CILOs in each PILO)*
PILO 1: Demonstrate the capacity for self-directed learning	Students will be asked to write short essays that require some research.
PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology	The students will be introduced to theories and texts as a form of entry into an analysis of new mode of reading and writing in the 21st century. The interdisciplinary nature of the course will broaden their perspectives on the ways different methodologies allow us to understand reality.
PILO 3: Demonstrate critical thinking skills	Students will be required to analyze creative and professional texts and write essays that critique specific questions related to the course material
PILO 4: Interpret information and numerical data	
PILO 5: Produce structured, well-organised and fluent text	Students will be required to write critical essays on the topics studied in class
PILO 6: Demonstrate effective oral communication skills	Participation in class is central to the course. Students will also be required to write creatively and publish professionally.
PILO 7: Demonstrate an ability to work effectively in a team	Students will work in groups in class to make short presentations and peer critiques of essays.
PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues	The course's emphasis on the English-language writing from the creative and business professions will allow the students to think about multimodal writing in a world context
PILO 9: Value ethical and socially responsible actions	Students will debate and reflect on social issues in the process of producing their project work.
PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation	Students will create and propose solutions to real life social issues and problems.

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.)

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.

Selected Assessment Task
Group project