

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2019/2020**

Part I Course Overview

Course Title: English as a World Language

Course Code: EN3594

Course Duration: One semester

Credit Units: 3 credits

Level: B3

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) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) EN2323 World Englishes

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to raise students' consciousness to socio-political, cultural, economic and ethical aspects of the global spread of English and to the implications of its use for professional communication. Students will be equipped with the basic, critical concepts needed to examine the internationalisation of English and broaden their awareness of the linguistic reality in the globalised world. The cultivation of critical awareness of English varieties and surrounding language ideologies, in turn, will encourage students to reflect on the status, functions, and features of English in Hong Kong and further their understanding of the role of English in Hong Kong community and beyond.

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.	Discover and understand issues related to the current status of English as a global language, and the emergence and development of World Englishes in many societies throughout the world.	30%	✓	✓	
2.	Analyse and discover the unique features of different varieties of English throughout the world, with particular reference to English in Asia and English in Hong Kong.	30%	✓	✓	✓
3.	Conduct research leading to the discovery of some aspects of the role of English in a particular context (e.g., Hong Kong)	40%	✓	✓	✓
...					
		100%			

* If weighting is assigned to CILOs, they should add up to 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	5		
Attending lectures and tutorials, and participating in class activities:	Lessons are designed to help students grasp key critical concepts and apply their newly acquired knowledge to address issues concerning use of English in global and local contexts.	✓	✓					
Readings:	Key readings are provided in the course text, 2 per chapter. Students will be required to complete the text reading during the week preceding the lecture on a chapter and its readings, and to be prepared for questions and answers and discussion according to the readings and Professor notes provided.	✓		✓				
Group Project:	Students will work in a group to identify a context in which English is used in Hong Kong and carry out small-scale research project, and present their findings to their classmates.			✓	✓			
...								

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 %								
Participation in class activities Attending classes and participation in class activities is central to the course. Students must complete all assigned readings and be prepared to contribute to contribute to small-group or whole-class discussions. Good participation	✓	✓					20%	

also involves listening attentively and providing meaningful feedback.								
Group Project: Students will carry out a small-scale research project on English in one context in Hong Kong, present findings and conclusions to classmates and hand in all audio visual and hardcopy materials.	✓	✓	✓				20%	
Research Essay: Students will critically evaluate the status of English in a particular context of interest referring to course readings and any additional reading or research the student undertakes.	✓	✓	✓				40%	
Writing Exercises: Students write in class responses to course readings and reflect on relevant social issues and topics.	✓	✓					20%	
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. Participation and in class activities	Participation in in-class activities (such as small-group or whole-class discussions)	The student makes significant contribution to in-class discussion.	The student makes occasional contribution to in-class group discussion.	The student seldom makes contribution to in-class group discussion.	The student shows little evidence of participation in class.	The student fails to sufficiently participate in in-class activities.
2. Group Presentation	Content	The case is extremely well-presented and is extremely well analysed; All relevant information is excellently covered; The purpose of analysing and presenting the case material is completely achieved.	The case is competently presented and is very well analysed; The information is sufficiently covered; The purpose of analysing and presenting the case material is achieved.	The case is adequately presented and is analysed reasonably well; Only part of the information is covered; The purpose of analysing and presenting the case material is partially achieved.	The case is sketchily presented and analysed inadequately presented; Only limited data is included; The purpose of analysing and presenting the case material is not fully achieved at all.	The case is highly inadequate in its presentation and is very badly analysed; Very limited or inaccurate data is included; The purpose of analysing and presenting the case material is not achieved in any way.
	Language and style	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with 80%-100% accuracy; Use of vocabulary is very concise, precise and varied; Style is highly appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with 65%-79% accuracy; Use of vocabulary is concise, precise and varied; Style is appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with 50%-64% accuracy; Use of vocabulary is somewhat concise, precise and varied; Style is somewhat appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with 40%-49% accuracy; exhibit a great deal of residual and editorial problems. Use of vocabulary is limited and repetitive Style is generally inappropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, below 39% accuracy; exhibit very serious of residual and editorial problems. Use of vocabulary is not concise, varied, and incomprehensible; Style is totally

						inappropriate.
3. Research Essay	Organization and Cohesion	The organization between sentences, paragraphs, and ideas is effective and smooth. The writing is cohesive and logically organized.	The organization supports thesis. Transitions between ideas are clear and functional. There is a sense of progression as the argument unfolds.	The essay demonstrates elements of marginal and good organization and cohesion.	The essay shows some signs of logical organization but has abrupt or illogical shifts and ineffective flow of ideas.	The essay lacks a clear structure, interfering with comprehension. Ideas are not clearly contextualized.
	Language and style	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with 80%-100% accuracy; Use of vocabulary is very concise, precise and varied; Style is highly appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with 65%-79% accuracy; Use of vocabulary is concise, precise and varied; Style is appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with 50%-64% accuracy; Use of vocabulary is somewhat concise, precise and varied; Style is somewhat appropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with 40%-49% accuracy; exhibit a great deal of residual and editorial problems. Use of vocabulary is limited and repetitive Style is generally inappropriate.	Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, below 39% accuracy; exhibit very serious of residual and editorial problems. Use of vocabulary is not concise, varied, and incomprehensible; Style is totally inappropriate.
	Argumentation	The essay contains well thought-out ideas that are clearly expressed, original, and supported.	Thesis and purpose are clear and appropriate for the writing task. There is a sense of originality in the purpose.	Thesis and purpose are generally clear and appropriate for the writing task.	Thesis and argument are vague or only loosely related to the writing task.	The essay fails to identify thesis and purpose. Thesis has no relation to the writing task.
4. Writing Exercises	Engagement and Support	The student demonstrates a very detailed understanding of the course readings with specific and accurate	The student demonstrates a good understanding of relevant texts with some specific support.	The student demonstrates fairly good understanding of relevant texts, but lacking in detail. There may be some	The student demonstrates a superficial understanding of relevant texts. Support is not always	The student demonstrates a minimal understanding of relevant texts and/or lacking in content.

		support.		inaccuracies.	detailed or accurate.	
	Originality of ideas	The main ideas of the response are sharp, creative, and compelling.	The response is coherent and contains some elements of creativity and originality.	The main ideas are mostly clear but the response may be lacking in terms of specific or original ideas.	The main ideas are not always clear and the response appears to be lacking in terms of originality or relevance.	The response appears to be off topic or ideas are generally incoherent.

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.)

Global spread of English, English as an international language, English as lingua franca, World Englishes, Standards of English usage, English in advertising, commerce, trade, and media, Varieties of English, Inner/Outer/Expanding Circles

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.	Sergeant, P., & Swann, J. (Eds.). (2012). <i>English in the world: History, diversity, change</i> . Abingdon and Milton Keynes: Routledge and the Open University.
2.	
3.	
...	

2.2 Additional Readings

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

1.	Jenkins, J. (2009). English as a lingua franca: Interpretations and attitudes. <i>World Englishes</i> , 28, 200–207. doi:10.1111/j.1467-971X.2009.01582.x.
2.	Lindemann, S. (2005). “Who speaks “broken English”? US undergraduates’ perceptions of non-native English. <i>International Journal of Applied Linguistics</i> , 15, 187–212. doi:10.1111/j.1473-4192.2005.00087.x.
3.	Kubota, R. (2001). Teaching World Englishes to native Speakers of English in the USA. <i>World Englishes</i> , 20, 47–64. doi:10.1111/1467-971X.00195.
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