

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Summer Semester 2019/20**

Part I Course Overview

English Summer Programme

Course Title:

EN3596

Course Code:

1 semester, including 2-4 weeks of learning activities in a selected field site

Course Duration:

3

Credit Units:

B3

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)

EN2410 Professional Communication Study Tour

Equivalent Courses:

(Course Code and Title)

EN3577 Creative and Cultural Summer Programme

EN3584 Professional Communication Summer Programme

Nil

Exclusive Courses:

(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to give students an understanding of issues related to English language, communication, and culture within a global context. During the course, students engage in theoretical discussions and then apply the theories to observations within a particular Anglophone context. As they observe historical and cultural sites, they also examine how these places are presented and mediated through language. At the end of the course, students critically reflect and evaluate their overall learning experiences, while creatively demonstrating their linguistic, academic and personal achievements. Since this course takes place in a place where English has a significant role, students have considerable opportunities to reflect upon their English communication skills and to become more critically aware of culture and language and their interaction.

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.	Explain important concepts in language, communication, and cultural studies.		X	X	
2.	Conduct research related to these topics.		X	X	
3.	Analyze data and generate productive critical and creative materials.		X	X	X
4.	Reflect on overall learning experience and devise creative solutions to any problems or difficulties encountered.		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			
Orientation Lectures	Students attend lectures before / during the course giving background on theories and topics	X						
Group projects	Students conduct research in small groups and prepare a project and perform analysis of data	X	X	X	X			

	collected.							
Supervised cultural visits	Students visit and reflect upon cultural visits			X	X			

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			
Continuous Assessment: 100%							
Website. Students design a website that contains relevant interactions, interviews, images, and research findings.	X	X	X			40%	Group-assessed
Research Paper. Students produce a piece of writing that outlines relevant historical, literary, cultural or linguistic contexts.				X		40%	Individual
Reflective Journal. Students write a detailed account of their summer programme.	X					20%	Individual
Examination: ____% (duration: , if applicable)							
						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. Website	Language	lexico-syntax is highly accurate and idiomatic; style appropriate to task	lexico-syntax is generally accurate and idiomatic; style largely appropriate to task	generally good lexico-syntax and style with some infelicities which do not significantly interfere with comprehension	serious problems with lexico-syntax and/or style which sometimes interfere with comprehension	very serious problems with lexico-syntax and/or style which significantly interfere with comprehension
	Organization	extremely effectively organized with excellent coherence and cohesion	effectively organized with good coherence and cohesion	generally well organized with some problems with organization, cohesion or coherence which do not significantly interfere with comprehension	serious problems with organization, cohesion or coherence which sometimes interfere with comprehension	very serious problems with organization, coherence or cohesion which significantly interfere with comprehension
	Content	Fairly rich and specific content; adequate examples	May be slightly too general or abstract with few specific examples or narratives	Very general and abstract; content appears to be superficial.	Limited content and lacking in engagement with local contexts.	Poor engagement with local contexts; little or no original content
2. Research Paper	Language	lexico-syntax is highly accurate and idiomatic; style appropriate to task	lexico-syntax is generally accurate and idiomatic; style largely appropriate to task	generally good lexico-syntax and style with some infelicities which do not significantly interfere with comprehension	serious problems with lexico-syntax and/or style which sometimes interfere with comprehension	very serious problems with lexico-syntax and/or style which significantly interfere with comprehension
	Organization	extremely effectively organized with excellent coherence and cohesion	effectively organized with good coherence and cohesion	generally well organized with some problems with organization, cohesion or coherence which do not significantly interfere with comprehension	serious problems with organization, cohesion or coherence which sometimes interfere with comprehension	very serious problems with organization, coherence or cohesion which significantly interfere with comprehension
	Data and research skills	Excellent data collection; very effective research	Good data collection; research strategies mostly	Adequate data collection; adequate archiving and/or transcription; problems with	Inadequate data collection; major problems with research	Inadequate and inappropriate data; poor research

		strategies	appropriate	research strategies	strategies	strategies
	Reading and Citation of Sources	Evidence of extensive reading; sources integrated effectively and cited correctly and transparently	Evidence of adequate reading; outside reading generally integrated effectively and cited correctly and transparently	Evidence of some reading; some problems with integrating outside reading effectively; citation may be unconventional or not entirely transparent	Little evidence of reading; outside reading not integrated effectively and/or citation is incorrect or not transparent, seriously affecting the text's effectiveness	No evidence of outside reading or sources are integrated ineffectively or inappropriately seriously affecting the effectiveness and appropriateness of the text
	Analysis	Systematic and perceptive analysis; excellent application of concepts; clear points well supported with ^[SEP] evidence	Moderately systematic and perceptive analysis; good application of concepts; clear points adequately supported with ^[SEP] evidence	Some flaws in analysis; some problems with the application of concepts; points may be slightly unclear or evidence may be thin	Serious flaws in analysis; serious problems with the application of concepts; points may be unclear or inadequately supported	Seriously flawed or incoherent analysis unsupported by evidence
3. Reflective Journal	Language	lexico-syntax is highly accurate and idiomatic; style appropriate to task	lexico-syntax is generally accurate and idiomatic; style largely appropriate to task	generally good lexico-syntax and style with some infelicities which do not significantly interfere with comprehension	serious problems with lexico-syntax and/or style which sometimes interfere with comprehension	very serious problems with lexico-syntax and/or style which significantly interfere with comprehension
	Organization	extremely effectively organized with excellent coherence and cohesion	effectively organized with good coherence and cohesion	generally well organized with some problems with organization, cohesion or coherence which do not significantly interfere with comprehension	serious problems with organization, cohesion or coherence which sometimes interfere with comprehension	very serious problems with organization, coherence or cohesion which significantly interfere with comprehension
	Content	Rich and specific content; excellent examples and/or narratives; self reflective; use of appropriate concept when warranted	Fairly rich and specific content; adequate examples; self reflective; use of appropriate concepts when warranted;	May be slightly too general or abstract with few specific examples or narratives and no use of concepts; little self-reflection	Very general and abstract; no self-reflection or analysis	Extremely general; no self-reflection or analysis

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.)

Ethnographic research, linguistic analysis, cultural studies, language and the environment.

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.	Course hand-outs
2.	
3.	
...	

2.2 Additional Readings

The list depends on nature of programme and specific context.

1.	Bargiela-Chiappini , F. and Harris, S. (1998) <i>The Languages of Business: An International Perspective</i> . Edinburgh: Edinburgh University Press
2.	Melchers, G and Shaw, P. (2003) <i>World Englishes: An Introduction</i> . London: Arnold.
3.	Pan, Y. Scollon, S.W. and Scollon, R. (2002/ <i>Professional Communication in International Settings</i> . London: Blackwell.