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:	**Professional English Final Year Project**
Course Code:	**EN4576**
Course Duration:	**2 semesters**
Credit Units:	**6 credits**
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)*	**EN4572 Creative professions projects** **EN4510 Professional communication projects**
Exclusive Courses: *(Course Code and Title)*	**nil**

Part II   Course Details

1.   Abstract
(A 150-word description about the course)

The course is a blend of theory and practice,and emphasises the evaluation and analysis of the English language in workplace settings. The course involves the team-based practical production of a professional project such as a handbook, public campaign, market research report, database, website, seminar, newsletter or brochure. In many cases, the project will also involve organising events and managing promotions. In academic terms, the course involves analysing how language is used in the workplace by applying relevant theories of communication, culture, or linguistics. This project is completed in collaboration with a host organisation, which provides a direct stimulus for critical thinking, evaluation and reflection of the entire process.

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** relevant theories to practice as a means of understanding the multiple roles involved in during life cycle of the project		X	X	X
2.	**Develop** students' understanding of how the English language is used across a range of professional contexts for a range of communicative purposes		X	X	X
3	**Identify** and apply in an innovative way relevant genres of communication to fulfil the host's brief and communication objectives		X	X	X
4	**Critically analyze and assess** which skills and sets of knowledge are most useful for a given purpose during the project		X	X	X
5	**Experience and discuss** the role of group and individual within the group and how a real life communications project works from beginning to end		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	Hours/week (if applicable)					
		1	2	3	4	5	
Briefing sessions	The briefing sessions by the co-ordinator prepare students for the main expectations throughout the project lifecycle and encourage students to	✓		✓	✓		2-3 weeks

	generate innovative solutions for their professional workplace projects.						
Weekly meetings with academic supervisor	Project groups meet on a weekly basis with their academic supervisor to receive guidance throughout the process of knowledge discovery and workplace innovation.	✓			✓	✓	throughout the semester
Methodology in action activities	Students throughout the project work closely with the host organization to apply and adapt knowledge and skills that they have discovered throughout the curriculum. During the year-long project experience they utilise a range of critical and practical methodologies gained earlier in the curriculum					✓	2-3 weeks

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___%							
Project Proposal The student group write a proposal outlining the aims and objectives of the project. Assessed as a group by project supervisor.	✓		✓	✓		10%	Group work, assessed as a group
Progress Report The student group write a progress report outlining to what extent they have fulfilled the brief as outlined in the project proposal. In doing this they reflect on the progress of their ideas and the extent that they have been applied in practice. Assessed as a group by project supervisor.			✓	✓	✓	10%	Group work, assessed as a group
Group presentation Students arranged in their project groups present an analysis of their project. Group work, assessed as a group by project supervisor and one assigned assessor (anonymous to the group).			✓	✓		20%	Group work, assessed as a group
Exhibition Booth Students present their projects in a public exhibition booth format on City U campus for a 3-day period. Group work, assessed as a group by two assigned assessors (anonymous to the group).			✓	✓		15%	Group work, assessed as a group

Analysis Paper Individual students compose a paper critically reflecting on their role in the production process underlying their yearlong project.	✓			✓	✓	25%	Individual work assessed on individual basis
Host evaluation feedback Host representatives are asked to assess the group's effort mid-point through the professional communications project.		✓	✓			20%	Group work, assessed as a group
Examination: _0_% (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	Criteria	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Project Proposal	articulation of objectives	Objectives of the project are extremely well outlined, signaling an outstanding determination to generate and implement professional solutions to activate and manage the project.	Objectives of the project are well outlined, signaling a determination to generate and implement professional solutions to activate and manage the project.	Objectives of the project are partly outlined, signaling a moderate determination to generate and implement professional solutions to activate and manage the project.	Objectives of the project are poorly outlined, signaling a lack of determination to generate and implement professional solutions to activate and manage the project.	Objectives of the project are very badly outlined and inadequate, with no evidence of any determination to generate and implement professional solutions to activate and manage the project.
	content & theoretical engagement	The content is very well selected and professionally developed. All relevant information and key aspects of the project's strategy and tactics are comprehensively included for analysis, including a comprehensive timeline. The information is comprehensively explained in terms of	The content is well selected and professionally developed Most relevant information and key aspects of the project's strategy and tactics are included for analysis, including a workable timeline. The information is sufficiently analyzed and explained in terms of proposed activities.	The content selected is somewhat sufficient Only part of the information and key aspects of the project's strategy and tactics are included for analysis, including a sufficient timeline. Only part of the information is analyzed and explained in terms of proposed activities.	The content selected is insufficient 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 analysis, including a poorly structured timeline. The analysis in terms of proposed activities is not informative or comprehensive.	The content selected for analysis is totally inadequate Very limited or inaccurate information and key aspects of the project's strategy and tactics is incorporated for analysis, with no timeline. The analysis is not at all comprehensible.

		proposed project activities.				
	language	Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.	Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.	Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension.	Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disruptingcomprehension.	Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, frequently and seriously disrupting comprehension.
Progress Report	Details of progress made	Progress of the project is extremely well outlined.	Progress of the project is well outlined.	Progress of the project is partly outlined.	Progress of the project is poorly outlined.	Progress of the project is not outlined at all.
	organization	The report is very well structured and developed, showing evidence of outstanding creative and professional knowledge generation.	The report is well structured and developed, showing evidence of good creative and professional knowledge generation.	The report is sufficiently structured and developed, showing evidence of a fair level of creative and professional knowledge generation.	The report is has significant weaknesses in its structur and development showing limited evidence of creative and professional knowledge generation.	The report is seriously insufficient in structure and development showing no evidence of creative and professional knowledge generation.
	content	All relevant information and key aspects of progress, strategy and tactics are comprehensively included for analysis, including a detailed evaluation of adhering to the	Most relevant information and key aspects of the progress, strategy and tactics are included for analysis, including a good evaluation of adhering to the proposed timeline.	Only some of the relevant information and key aspects of the progress, strategy and tactics are included for analysis, including a limited evaluation of adhering to the proposed timeline.	Only very limited information and key aspects of the progress, strategy and tactics are included for analysis, including a poor evaluation of adhering to the proposed timeline.	Extremely limited information and aspects of the progress, strategy and tactics are included for analysis, including an extremely poor evaluation of adhering to the proposed timeline.

		proposed timeline.				
	language	Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.	Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.	Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension.	Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disruptingcomprehension.	Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, frequently and seriously disrupting comprehension.
Group Presentation	Overview of project details	Presents comprehensive overview of project details.	Presents good overview of project details.	Presents fair overview of project details.	Presents poor overview of project details.	Presents insufficient overview of project details.
	organization and content	Content and structure of presentation are extremely well devised and comprehensive; group provides insightful summary of the project challenges and achievements very comprehensively based on an outstanding ability to generate new knowledge and innovative solutions to inform practice.	Content and structure of presentation are well devised as group highlight aspects of the project challenges and achievements presented comprehensively.	Content and structure of presentation are sketchily devised as group highlight some aspects of the project challenges and achievements	Content and structure of presentation are poorly devised as group highlight only some aspects of the project challenges and give a limited presentation of them.	Content and structure of presentation are extremely badly devised as group highlight only very few aspects of the project challenges and achievements and presenty them presented very poorly.
	delivery of presentation	Presentation delivered in a	Presentation delivered in a professional way and	Presentation delivered in fairly professional way	Presentation delivered in an unprofessional way with lack of	Presentation delivered in a highly

		highly professional way with clarity and confidence.	generally with clarity and confidence.	with some lack of clarity or confidence not affecting comprehension negatively.	clarity and/or hesitation negatively affecting comprehension to a significant extent.	unprofessional way with extreme hesitatation or lack of clarity.
	collaboration	Presentation demonstrates excellent collaborative effort on behalf of group as all members contribute to presentation.	Presentation demonstrates good collaborative effort on behalf of group as most members contribute to presentation.	Presentation demonstrates some collaborative effort on behalf of group as some members contribute to presentation.	Presentation demonstrates little collaborative effort on behalf of group as only few members contribute to presentation.	Presentation demonstrates no collaborative effort on behalf of group as one or two members contribute to presentation.
	language	Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.	Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.	Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension.	Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disruptingcomprehension.	Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, frequently and seriously disrupting comprehension.
Exhibition Booth	group interaction and communication	Group able to present a highly informative account of their project overall and engage with the visitor in a very enthusiastic and highly professional manner.	Group able to present an informative account of their project overall and engage with the visitor in an engaging and professional manner.	Group able to present a reasonable account of their project and engage with the visitor in a reasonably engaging and a reasonably professional manner.	Group able to present a limited account of their project and engaged with the visitor in a hesitant and a limited professional manner.	Group unable to present a limited account of their project and engaged with the visitor in a very hesitant and a highly limited professional manner.
	content and visual layout	Presentation of display boards excellent in terms of content and visual	Presentation of display boards good in terms of content and visual layout.	Presentation of display boards fair in terms of content and visual layout.	Presentation of display boards poor in terms of content and visual layout.	Presentation of display boards very poor in terms of content and visual layout.

		layout.				
	language	Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.	Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.	Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension.	Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.	Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, frequently and seriously disrupting comprehension.
Analysis Paper	Critical analysis & application of theory	Able to critically analyze the project experience by describing and analyzing the overall process and practices of their group and their individual role using appropriate creative communication theories and concepts, providing excellent and appropriate arguments and evidence	Able to analyze the project experience 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 arguments and evidence	Able to analyze some of the project experience 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 evidence	Only able to analyze few of the project experience 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	Unable to analyze the project, and select examples to analyse or theories to apply and/or to express ideas at all i
	language	Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.	Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.	Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension.	Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.	Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register,

						frequently and seriously disrupting comprehension.
Host evaluation feedback	Versatility & ability to meet objectives	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 deliverables.	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 deliverables	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 deliverables	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 deliverables	Unable to manage the project throughout, and unable to keep on track with the initial project objectives or on time with deliverables
	language	communicating verbally and orally in very clear and accurate English	communicating verbally and orally in clear and accurate English.	communicating verbally and orally in moderately clear and accurate English	communicating verbally and orally in largely inaccurate English.	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

events organisation, publication, marketing, copywriting, public relations, desktop publishing, communication management, organisational communication, corporate communication, business communication, intercultural communication, mediated communication, promotional communication, public communication, collaborative writing, audience analysis, public relations, advertising, promotional campaigns, 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.	nil
2.	
3.	
…	

2.2 Additional Readings

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

McKeown, N. (1982) *Case studies and projects in communication*. London: Methuen
Lewis, J. P. (2007) *The project manager's desk reference: a comprehensive guide to project planning, scheduling, evaluation, and systems*. New York: McGraw-Hill
Monroe, M. C. (editor) (1999) *What works: A guide to environmental education and communication projects for practitioners and donors.* Gabriola Island, B.C., Canada : New Society; Washington, D.C. : Academy for Educational Development
DeFillippi, R J., Arthur, M. B. Lindsay, V. J. (2006) *Knowledge at work: creative collaboration in the global economy*. Malden, Mass: Blackwell Publishing.
Rubin, R. B., Rubin, A. M., Piele, L. J. (2005) *Communication Research: strategies and sources*. Belmont, CA : Thomson/Wadsworth
Moss, D., MacManus, T., Vercic, D. (editors) (1997), *Public relations research : an international perspective.* London; Boston : International Thomson Business Press.
Woolever, K.R. (2005) *Writing for the technical professions*. New York: Pearson/Longman
VanAlystyne J. S. , Tritt. M. D. (2002) Professional *and technical writing strategies : communicating in technology and science.* Upper Saddle River, N.J. : Prentice Hall
Dinsmore, P. C. (1999) *Winning in business with enterprise project management*. New York : AMACOM