

City University of Hong Kong
Course Syllabus

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

Part I Course Overview

Course Title: English on the Move

Course Code: EN2011

Course Duration: One Semester

Credit Units: 3 credits

Level: B2

Proposed Area: Arts and Humanities
(for GE courses only) Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: None
(Course Code and Title)

Precursors: None
(Course Code and Title)

Equivalent Courses: CLA1402 Re-imaging English
(Course Code and Title)

Exclusive Courses: None
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course introduces a number of critical perspectives on the English language and gives students an opportunity to explore how the language has developed historically, spread globally, and undergone transformations in relation to technology and different media forms. As students explore how English has ‘moved’ in these various ways they will come to appreciate the utility and versatility of the English language and develop an increased awareness of their own creative potential. The course is structured around a number of tasks, all of which involve developing a better understanding of how the English language continues to change and create opportunities for shaping personal and social identities.

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.	Understand how the English language has developed and is currently used in diverse global locations		v	v	
2.	Analyse language use in various social contexts		v	v	
3.	Interpret texts in English, including literature, music, film, and digital media.		v	v	v
4.	Apply critical reading, thinking, and writing skills by producing articulate and focused responses to course materials.		v	v	v
		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			
Interactive lecturing and discussion	Each week students will be introduced to topics and will be encouraged to discuss and analyse them in pairs and in groups	v	v	v				
In-class focused reading and writing	Group activities will allow students to better understand required texts through dialogue and discussion.	v	v	v				
In-class	Students write and may share	v	v	v	v			

reflective and analytical writing	in-class writing on topics related to their own areas of interest.							
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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: <u>100</u> %							
Project report: In groups of 5-6, students apply one or more of the concepts or methods introduced in the course to a specific topic or problem. The group will produce a report (1000-1500 words) dealing with an assigned topic pertaining to one of the main thematic areas of the course.	v	v	v	v		30%	Group Work
In-class test: Students answer a selection of questions related to the content of each theme.	v	v	v			40%	Individual Work
Learning portfolio: At the end of each lecture, students are asked to reflect on the content covered. These reflections must be no longer than 200 words, and are intended to 1) summarise key points of the lecture and 2) reflect on how the content is more broadly relevant to the student's studies.	v	v		v		20%	Individual Work
Participation: Assessment is based on an online Canvas questions that will be asked in each class, and on overall participation in the course.	v	v	v	v		10%	Individual Work
Final Examination: nil							
* 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. Project Report	Content and interpretation; organisation; language	Demonstrates creative and original thought; shows thorough understanding of relevant topics; a very effective structure and focus of discussion; excellent use of language	Demonstrates some thoughtful ideas; shows good understanding of relevant topics; an effective structure and a clear focus; shows good language skills	Shows fairly good understanding of relevant topics, but ideas may not be original; structure is evident and focus of discussion can be identified; shows adequate language skills	Shows some misunderstanding of relevant topics; some problems with structure and focus of discussion is weak; shows rather weak language skills	Shows minimal understanding of relevant topics; structure is confusing and focus of discussion cannot be identified; shows very weak language skills
2. In-class Test	Correctness of answers to test questions	Demonstrates excellent understanding of the subject matter.	Demonstrates good understanding of the subject matter, although weak on some points.	Demonstrates adequate understanding of the main issues.	Demonstrates limited understanding of the subject matter and can only recall a limited amount of content.	Has not answered enough questions to demonstrate an understanding of the main issues.
3. Learning Portfolio	Content; organisation; analysis and reflection; language	Content of portfolio summarizes all or most lecture content with a very high level of accuracy and analytical skill; provides insightful reflection on relevance to individual major discipline; language is clear, precise and free of grammatical errors.	Content of portfolio summarizes most lecture content with a mostly high level of accuracy and analytical skill; provides generally insightful reflection on relevance to individual major discipline; language is mostly clear, precise and free of grammatical errors.	Content of portfolio generally summarizes most lecture content with accuracy and some analytical skill; provides occasionally insightful reflection on relevance to individual major discipline; language is generally clear, and free of major grammatical errors.	Content of portfolio partially summarizes some lecture content with accuracy, but lacks analytical skill; provides some evidence of reflection on relevance to individual major discipline; language is weak, and includes some major grammatical errors.	Content of portfolio is incomplete and does not summarize lecture content with any degree of accuracy, lacks analytical skill; provides no evidence of reflection on relevance to individual major discipline; language is weak, unclear and includes major grammatical errors.

4. Participation	Participation in in-class activities (such as group discussion and writing tasks); accuracy of answers	Makes significant contribution to in-class discussions and activities satisfactorily; answers all or most questions correctly	Makes occasional contribution to in-class group discussions and activities; answers a majority of questions correctly	Seldom makes contribution to in-class group discussions and activities; answers a bare majority of questions correctly	Little evidence of participation in class discussions and activities; answers under half of questions correctly	Does not participate in in-class discussions and activities; answers most or all questions incorrectly
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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 as a global language, world literature in English, English and society, History of English

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.	Selections of Adichie, Chimamanda Ngozi. <i>One World: A Global Anthology of Short Stories</i> . New Internationalist, 2009.
2.	Selections of Jenkins, Jennifer (2003), <i>World Englishes: A Resource Book for Students</i> . Routledge,.
3.	Selections from Viney, Brigit, (2008) <i>The History of the English Language</i> . Oxford University Press,.

2.2 Additional Readings

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

1.	Culpeper, J., Short, M., & Verdonk, P. (1998). <i>Exploring the language of drama: From text to context</i> (1st ed.). Routledge.
2.	Pavis, P. (2003). <i>Analyzing performance: theater, dance, and film</i> . University of Michigan Press.
3.	Xu Xi. (2010). <i>Fifty-Fifty: New Hong Kong writing</i> (1st ed.). Haven Books.
4.	Selections of Kachru, B. B. (1992). <i>The other tongue: English across cultures</i> (2nd ed.). University of Illinois Press.