

Course Syllabus

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

Part I Course Overview

Course Title: Studies in English: Knowledge and Pathways

Course Code: EN2722

Course Duration: One Semester

Credit Units: 3 credits

Level: B2

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) None

Precursors:
(Course Code and Title) None

Equivalent Courses:
(Course Code and Title) EN2720 Persuasive Writing

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course introduces students to key disciplinary approaches within English studies, with a primary focus on applied linguistics, professional communication, and literary studies. As students explore how English is studied and approached from these academic perspectives, they will come to appreciate how English studies as a field has continually evolved and adapted in order to embrace the utility and versatility of the English language and develop an increased awareness of their own potential and pathways. The course is structured around a number of turns and 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 – as well as how to analyse, present, and write about these dynamic processes.

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 theory to practice as a means of understanding and attempting to overcome specific challenges in English studies.		√	√	
2.	Demonstrate an understanding of appropriate social, cultural, or professional discourses.		√	√	
3.	Apply critical reading, thinking, and writing skills in interpreting a range of professional or cultural texts		√	√	√
4.	Acquire a competency in working within a group environment.		√	√	
5.	Generate creative and theoretically informed texts, which document relevant professional or academic experience.		√	√	√
		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	5	
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							
In-class focused reading	Group activities will allow students to better understand required texts through dialogue and discussion.	√	√	√				
In-class writing and peer review	Students share writing and perform in-class writing on topics related to their own areas of interest. Activities include brainstorming, free writing, and peer review.	√	√	√	√	√		

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: <u>100</u> %							
Presentation: Students explore their chosen topics in more depth and present their findings to the class.	√	√	√	√		30%	Group Work
Midterm in-class quiz: Students are tested on knowledge and abilities introduced in the first half of the course.	√	√	√		√	20%	
Response Essay: Students write an end of term essay worth 40%.	√	√	√	√		40%	Individual Work
Participation: Students contribute to in-class discussions and complete short writing exercises to demonstrate understanding of course content.	√	√	√	√		10%	Individual Work
Examination: <u>0</u> % (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. Response essay	Content	Demonstrates creative and original thought and has identified excellent material for analysis (if relevant)	Demonstrates some thoughtful ideas and has identified good material for analysis (if relevant)	ideas may not be original and material selected for analysis is only loosely suitable (if relevant)	Ideas are only marginally relevant and material selected is marginal too (if appropriate)	Completely lacks ideas relevant to the course with little to no material (if relevant)
	Interpretation	Shows thorough understanding of relevant topics and excellent analytical skills	Shows good understanding of relevant topics and good analytical skills	Shows fairly good understanding of relevant topics and fairly good analytical skills	Shows some misunderstanding of relevant topics and some faulty analytical skills	Shows minimal understanding of relevant topics and few analytical skills
	Organisation	Very effective structure and very clear focus	Effective structure and clear focus	Identifiable structure and focus	Weak structure and/or focus	Confusing structure and/or unidentifiable focus
	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.
2. Presentation	Content	Content of presentation is very informative with excellent attention to detail and abundant references to suitable sources.	Content of presentation is informative with some attention to detail and adequate references to suitable sources.	Content of presentation is informative but not very detailed and there are some references to sources.	Content of presentation is significantly lacking in detail.	Content of presentation is neither informative nor detailed and there are few or no references to sources. Style is neither genre appropriate nor interesting and/or lacks objectivity.
	Organisation	Very effective structure and very clear focus	Effective structure and clear focus	Identifiable structure and focus	Weak structure and/or focus	Confusing structure and/or unidentifiable focus
	Language and delivery (including non-verbal communication)	Spoken delivery is polished and highly effective; meaning is sharp and precise	Spoken delivery is highly effective; meaning is clear	Spoken delivery is basically effective; meaning sometimes lost	Spoken delivery weak; meaning is often lost	Spoken delivery is poor

3 Participation	Participation in in-class activities (such as group discussion and writing tasks)	Makes significant contribution to in-class discussion and completes writing tasks satisfactorily.	Makes occasional contribution to in-class group discussion and completes the writing tasks satisfactorily.	Seldom makes contribution to in-class group discussion; completes most of the in-class writing tasks	Little evidence of participation in class; completes very few in-class writing tasks	Fails to sufficiently participate in in-class activities (including discussion and writing)
4. Midterm in-class quiz	Demonstrates knowledge of and sure handling of key theoretical and technical concepts along with relevant skills for analysis and writing	Demonstrates excellent knowledge and handling of key theoretical and technical concepts and showing an advanced level in the analytical and writing skills	Demonstrates good knowledge and handling of key theoretical and technical concepts, whilst showing a high level in the analytical and writing skills	Demonstrates fair knowledge and handling of key theoretical and technical concepts, whilst showing a moderate level in the analytical and writing skills	Demonstrates marginal knowledge and handling of key theoretical and technical concepts, whilst showing a lack of awareness in the analytical and writing skills	Unable to demonstrate knowledge or handling of key theoretical and technical concepts or any relevant skills for analysis and writing

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.)

academic English, academic literacy, introduction to applied linguistics, introduction to professional communication, introduction to literary studies; language, discourse, practice; text and talk

2. Reading List

2.1 Compulsory Readings (tentative list)

(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.)

Course readings are tentative and will be finalized by the instructor
1. Selections of Graddol, D, Leith, D., Swann, J., Rhys, M., and J. Gillen. <i>With the na.</i> (2007)
2. Selections of Goodman, S., Graddol, D., and T. Lillis. <i>Redesigning English</i> (2007)
3. Selections of Rob Pope <i>The English Studies Book: An Introduction to Language, Literature and Culture</i> (2002)

2.2 Additional Readings

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

Articles will be studied on this course from journals, such as: <i>English Today</i> <i>World Englishes</i> <i>Asian Englishes</i> <i>Discourse & Society</i> <i>Text & Talk</i> A number of literary authors and their texts will also be examined especially from a World Englishes perspective
