

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2017 /18

Part I Course Overview

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| Course Title: | Special Topics in English Studies |
| Course Code: | EN6512 |
| Course Duration: | 1 semester |
| Credit Units: | 3 |
| Level: | P6 |
| Proposed Area: <i>(for GE courses only)</i> | <input type="checkbox"/> Arts and Humanities <input type="checkbox"/> Study of Societies, Social and Business Organisations <input type="checkbox"/> Science and Technology |
| Medium of Instruction: | English |
| Medium of Assessment: | English |
| Prerequisites: <i>(Course Code and Title)</i> | Nil |
| Precursors: <i>(Course Code and Title)</i> | Nil |
| Equivalent Courses: <i>(Course Code and Title)</i> | Nil |
| Exclusive Courses: <i>(Course Code and Title)</i> | Nil |

Part II Course Details

1. Abstract

(A 150-word description about the course)

The topic of this course varies according to the instructor offering it. The instructor introduces students to approaches and methods in the chosen topic and, through a discovery-based approach, students develop a critical understanding of the chosen topic.

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. | Identify and evaluate some core theories related to the special topic in English Studies | | ✓ | ✓ | |
| 2. | Apply the theories in (1) to analyse authentic situations/data in English Studies | | ✓ | ✓ | ✓ |
| 3. | Apply the analysis of situations/data to real-world problems and issues | | ✓ | ✓ | ✓ |
| 4. | Evaluate the effectiveness of the analysis in (3) | | ✓ | ✓ | |
| | | 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 | | | |
| Lectures | Introduction of key concepts related to the special topic in English Studies | ✓ | | | | | | |
| Assigned reading | Reading related to the special topic to help in consolidation and | | ✓ | | | | | |

| | | | | | | | | |
|---------------------------|--|--|--|---|---|--|--|--|
| | application of concepts | | | | | | | |
| Workshops and discussions | Collaborative sessions to stimulate critical interrogation and application related to the special topic in English Studies | | | ✓ | ✓ | | | |

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% | | | | | | | | |
| Individual Assignment: Students will complete one individual written assignment | ✓ | ✓ | ✓ | ✓ | | | 60% | |
| Group Oral Presentation: Students will participate in a group oral presentation based on the special topic in English Studies | ✓ | ✓ | ✓ | ✓ | | | 30% | |
| Class participation: Students are expected to contribute to in-class discussions and other learning activities | | | | | | | 10% | |
| Examination: 0% (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. Individual Assignment 2. Group Oral Presentation | Content, language and style | <ul style="list-style-type: none"> • The topic is extremely well-presented and analysed; • All relevant information is excellently covered; • The purpose of analysing and presenting the material is completely achieved; • Style and tone are highly appropriate | <ul style="list-style-type: none"> • The topic is competently presented and very well analysed; • The information is sufficiently covered; • The purpose of analysing and presenting the material is achieved; • Style and tone are appropriate | <ul style="list-style-type: none"> • The topic is adequately presented and is analysed reasonably well; • Only part of the information is covered; • The purpose of analysing and presenting the material is partially achieved; • Style and tone are somewhat appropriate | <ul style="list-style-type: none"> • The topic is sketchily presented and analysed inadequately presented; • Only limited information is included; • The purpose of analysing and presenting the material is not fully achieved at all; • Style and tone are inappropriate | <ul style="list-style-type: none"> • The topic is highly inadequate in its presentation and is very badly analysed; • Very limited or inaccurate information is included; • The purpose of analysing and presenting the material is not achieved in any way; • Style and tone are completely inappropriate |
| 3. Class participation | Engagement and participation | Student is highly engaged in class/group activities and discussions, and extremely pro-active in offering insightful views on topics covered | Student is engaged in class/group activities and discussions, and active in contributing views on topics covered | Student participates in learning activities, and offers views on topics covered from time to time | Little evidence of participation in learning activities, and views on topics covered are offered infrequently | Fails to participate in class activities |

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.)

The keyword syllabus will be determined by course instructor and is subject to approval by the programme leader and department head. Generally speaking, the course will consist of a mixture of theoretical principles and case studies relating to the special topic. Discussions will integrate and build upon the analytical tools that students will have mastered in other courses.

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.)

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| 1. | To be determined by the course instructor subject to approval of the programme coordinator and/or head of department. |
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2.2 Additional Readings

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

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| 1. | To be determined by the course instructor subject to approval of the programme coordinator and/or head of department. |
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