

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Professional Communication Summer Programme

Course Title:

EN3584

Course Code:

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

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)

EN3577 Creative and Cultural Summer Programme

EN2410 Professional Communication Study Tour

Equivalent Courses:
(Course Code and Title)

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 a good understanding of language and communication issues in a selected English speaking country or a country where English is used as a lingua franca while acquainting them with topics that have applications, which could be: 1) linguistic issues 2) multiculturalism, 3) language and the environment, 4) creativity, language and culture, 5) multimodality and semiotics. During the course, students will engage in theoretical discussions about these topics and then apply the theories to observations of actual language use and communication in the real world. At the end of the course, students critically reflect and evaluate their overall learning experiences, and creatively demonstrate their language, academic and personal achievements. Since this course takes place in a country where English plays a significant role, students have considerable opportunities to practice 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 language and communication		X	X	
2.	Conduct research related to these topics.		X	X	
3.	Analyze data from research using the theories learned in class.		X	X	X
4.	Critically 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			
Lectures	Students attend lectures	X						

	before/during the course giving background on theories and topics							
Group projects	Students conduct research in small groups and perform analysis of data collected.	X	X	X	X			
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 CIOs.)

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 (Group assessment).	X	X	X			30%	[Specific details of the tasks and weighting depends on nature of programme and specific context]
Reflective research paper. Students critically reflect on their learning experiences in the country and produce a paper on the theme of the programme (individual assessment).	X	X	X	X		50%	
Oral presentation. Students deliver presentations on a topic discussed in the course	X	X	X			15%	
In-class participation. Students complete in-class short tasks and participate in group discussions to monitor their learning throughout the programme.	X					5%	
Examination: _____% (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. Group 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	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. Reflective research paper	Language	Minimal usage errors; effectively organized especially on the paragraph/discourse	Few usage errors; fairly well organized especially on the paragraph/discourse	Moderate usage errors; some problems with cohesion/coherence; style not always appropriate	Many usage errors; serious problems with cohesion/coherence; inappropriate style	Usage errors seriously interfere with comprehension

		level; style appropriate to task	level; style appropriate to task			
	Content/Specificity/Analysis	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
	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
3.Oral presentation	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	effectively organized with good	generally well organized with some problems	serious problems with organization, cohesion	very serious problems with

		excellent coherence and cohesion	coherence and cohesion	with organization, cohesion or coherence which do not significantly interfere with comprehension	or coherence which sometimes interfere with comprehension	organization, coherence or cohesion which significantly interfere with comprehension
	Content	Rich and specific content; excellent examples; 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
	Delivery skills	Very spontaneous interactive; sufficient and natural eye contact; good voice projection; very effective use of various strategies to engage the audience's attention	Quite spontaneous and quite interactive; fairly sufficient and fairly natural eye contact; quite good voice projection; quite effective use of use of various strategies to engage the audience's attention	Somewhat spontaneous and interactive; some scripted speech noted; limited eye contact; limited use of strategies to engage the audience's attention	Scripted speech in most parts; no interaction with the audience; very little eye contact; little use of strategies to engage the audience's attention	Scripted speech throughout; no interaction with the audience; no eye contact
4. Class participation	Attendance (including site visits)	Above 80%	66-80%	51-65%	45-50%	Below 45%

	Class activities (including site visits)	Proactive participation in all class activities; Impressive contributions in group discussions; Quality output in all tasks	Proactive participation some class activities; Quality contributions in some group discussions; Quality output in all tasks	Proactive participation in limited class activities; Limited contributions in group discussions	Little participation in class activities; very little contributions in group discussions	No participation in class activities; no contributions in group discussions
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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.)

Linguistic Issues

Multiculturalism

Language and the Environment

Creative Writing and Communication

Multimodality & Semiotics^[11]_[SEP]

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.	Macdonald, M. (2003) <i>Exploring Media Discourse</i> . London: Arnold.
3.	Melchers, G and Shaw, P. (2003) <i>World Englishes: An Introduction</i> . London: Arnold.
4.	Pan, Y. Scollon, S.W. and Scollon, R. (2002/ Professional Communication in International Settings. London: Blackwell.