

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2020/2021**

Part I Course Overview

Course Title:	The Structure of English
Course Code:	EN2711
Course Duration:	One Semester
Credit Units:	3 credits
Level:	B2
Proposed Area: <i>(for GE courses only)</i>	<input checked="" 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>	None
Precursors: <i>(Course Code and Title)</i>	None
Equivalent Courses: <i>(Course Code and Title)</i>	None
Exclusive Courses: <i>(Course Code and Title)</i>	None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course aims to introduce students to a systematic description of the English Language and to introduce students to the skills needed to apply their knowledge to the analysis of authentic language data.

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 the phonetic, phonological, morphological, syntactic, and semantic systems of the English Language;		✓	✓	✓
2.	Critically apply the knowledge these systems to analyse the linguistic structure of a wide variety of texts;		✓	✓	✓
3.	Generate theories about language use based on knowledge of linguistic structures;		✓	✓	✓
4.	Identify the processes of the acquisition of different language structures by first and second language learners.		✓	✓	✓
		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, language analysis and discussions	<ul style="list-style-type: none"> Students will explore the different systems of the English Language; Students will, by responding to questions and doing research, develop their abilities to reflect on the different systems of the English Language. 	✓		✓				

Interactive lecturing, language analysis and discussions	<ul style="list-style-type: none"> Students will reflect on the issues related to first and second language acquisition; Students will, by responding to questions and doing research, identify the processes of first and second language acquisition. 				✓			
Language analysis and discussions	<ul style="list-style-type: none"> Students will be given authentic and contrived language data to experiment with the ways in which their knowledge of language can be applied to perform language analysis, descriptions and explanations; Students will, by responding to questions and doing research, develop their abilities to evaluate the appropriateness of language uttered or written for a particular purpose in a particular context. 		✓	✓	✓			

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> %								
First mid-semester in-class test: Will test students' ability to identify and reflect on the different language systems and their application of linguistic knowledge.	✓	✓	✓				25%	Mid-semester; 1- hour
Second mid-semester in-class test: Will test students' ability to generate theories about the different language systems and their application of linguistic knowledge.	✓	✓	✓	✓			35%	Mid-semester; 2 hours

End-of-course assignment:	✓	✓	✓	✓			35%	Individual Work
Will give students opportunities to apply their knowledge to critically analyze authentic language data and to generate theories about language use.								
Class Participation:							5%	Individual Work
<i>* The weightings should add up to 100%.</i>							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)
Mid-semester in-class tests and end-of-course assignment	Demonstrates skills in describing, explaining, analyzing, comparing and evaluating language data	Demonstrates excellent skills in describing, explaining, analyzing, comparing and evaluating language data and consistently maintain a high degree of grammatical accuracy in giving descriptions, explanations, analyses, comparisons and evaluations.	Demonstrates good skills in describing, explaining, analyzing, comparing and evaluating language data and show a relatively high degree of grammatical control in giving descriptions, explanations, analyses, comparisons and evaluations.	Demonstrates adequate skills in describing, explaining, analyzing, comparing and evaluating language data and communicate with reasonable accuracy in giving descriptions, explanations, analyses, comparisons and evaluations.	Demonstrates very limited skills in describing, explaining, analyzing, comparing and evaluating language data and use simple structures correctly in giving descriptions, explanations, analyses, comparisons and evaluations.	Unable to demonstrate skills in describing, explaining, analyzing, comparing and evaluating language data and shows only limited control of a few simple grammatical structures and sentence patterns in giving descriptions, explanations, analyses, comparisons and evaluations.
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.)

Phonetics and Phonology: sounds, rhythm, intonation, phonological processes;

Morphology and Word-formation: morphemes, inflectional and derivational morphology, word-formation processes;

Grammar and Syntax: phrases, clauses, sentences, grammaticality;

Semantics: lexical relations, semantic features, semantic roles

First Language Acquisition: imitation, reinforcement, caregiver speech

Second Language Learning: motivation, exposure, age differences, interlanguage

2. Reading List

2.1 Textbook

Yule, G. (2017). *The Study of Language* (Sixth edition). Cambridge: Cambridge University Press.

2.2 Recommended Readings

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

Collins, P. and Hollo, C. (2000). *English Grammar: An Introduction*. Hampshire: Palgrave.

Fromkin, V., Rodman, R. and Hyams, N. (2003). *An Introduction to Language* (seventh edition). Boston: Thomson Heinle.

Trudgill, P. and Hannah, J. (2002). *International English: A Guide to Varieties of Standard English*. London: Arnold.