

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: 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	v			
In-class focused reading and writing	Group activities will allow students to better understand required texts through dialogue and discussion.	v	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> %							
Group Presentation: In groups of 5-6, students apply one or more of the concepts or methods introduced in the course to analysing a specific topic or problem pertaining to the main thematic areas of the course. The group will report their work in an oral presentation.	v	v	v	v		30%	Group Work
In-class test: Students answer a selection of questions related to the content of the course.	v	v	v	v		30%	Individual Work
Response essay: Students will write an essay in response to a set task or question related to the course (approximately 1,000 words).	v	v	v	v		30%	Individual Work
Participation: Assessment is based on active participation in different activities on the course, including for example in-class discussion activities and online forums	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. Group Presentation	Content and interpretation; organisation; language	Demonstrates creative and original thought; shows thorough understanding of relevant topics; there is evidence of in-depth reading; a very effective structure and focus of discussion; excellent use of language (including to maintain group dynamics)	Demonstrates some creative and original thought; shows good understanding of relevant topics, though not always detailed or well-developed; there is some evidence of reading but may not have been wide or in-depth and might not always be well-contextualised; there is an effective structure and focus of discussion; good use of language (including to maintain group dynamics)	Demonstrates little creative and original thought; shows some understanding of relevant topics (though patchy and weak); there is little evidence of reading, and/or the literature consulted is only marginally relevant and not well contextualised; the structure and focus of discussion are not very clear or effective; language use is adequate but problematic/careless in parts (including to maintain group dynamics)	Shows minimal understanding of relevant topics; there are problems with structure; the focus of discussion is weak; shows poor and/or careless language skills (and group dynamics are mostly absent)	Shows misunderstanding of relevant topics; structure is confusing and focus of discussion cannot be identified; shows very weak language skills (and group dynamics are absent)
2. In-class Test	Correctness of answers to test questions	Demonstrates excellent understanding of the subject matter through excellent language use.	Demonstrates good understanding of the subject matter, although not always. Language use is generally	Demonstrates adequate understanding of the main issues and adequate language use; both	Demonstrates limited understanding of the subject matter and can only recall a limited amount of content, language use	Has not answered enough questions to demonstrate an understanding of the main issues; and/or any understanding is

			good.	understanding and language use may be problematic in parts	is weak	barely expressed.
3. Response Essay	Content and understanding; organisation; written language	Demonstrates creative and original thought; shows thorough understanding of relevant topics; has engaged with set texts in-depth and identified highly relevant wider literature; has a very effective structure and focus of discussion is very clear; excellent written language	Demonstrates some creative and original thought; shows mostly good understanding of relevant topics; has engaged with set texts in some depth and identified wider literature that seems relevant to a good extent; has a very effective structure and focus of discussion is very clear; very good/good written language.	Demonstrates little creative and original thought; shows some understanding of relevant topics though patchy and weak or confused; there is little evidence of reading, and/or the literature consulted is only marginally relevant and not well contextualised; the structure and focus of the text are not very clear or effective (including paragraph structure); language use is adequate in parts but problematic/careless in others	Shows minimal understanding of relevant topics; there are major problems with structure; the focus of the essay is very weak or difficult to discern; shows poor and/or careless language skills	Shows misunderstanding of relevant topics or of the task; structure and focus cannot be identified; shows very weak language skills
4. Participation	Participation in in-class activities (such as group discussion and writing tasks)	Makes significant contribution to in-class discussions and activities; contributions are always excellent	Makes frequent or occasional contribution to in-class group discussions and activities; contributions are often very good	Seldom makes contribution to in-class group discussions and activities; contributions can lack quality e.g. details and development	Little evidence of participation in class discussions and activities; any contributions are minimal or ineffective	Does not participate in the in-class discussions and 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.)

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,.
4.	Selections from Blommaert, Jan (2010). <i>The sociolinguistic of globalisation</i> . Cambridge University Press.
5.	Any readings specified each week as compulsory

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.