

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2021/22**

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**Part I Course Overview**

English in Creative and Cultural Professions

**Course Title:**

EN4511

**Course Code:**

1 semester

**Course Duration:**

3

**Credit Units:**

B4

**Level:**

Arts and Humanities

**Proposed Area:**  
*(for GE courses only)*

Study of Societies, Social and Business Organisations

Science and Technology

English

**Medium of Instruction:**

English

**Medium of  
Assessment:**

Nil

**Prerequisites:**  
*(Course Code and Title)*

Nil

**Precursors:**  
*(Course Code and Title)*

Nil

**Equivalent Courses:**  
*(Course Code and Title)*

Nil

**Exclusive Courses:**  
*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

This course aims at enabling students to describe the origins and development of creative and cultural industries in different economies; to understand and deploy key theories to analyse the role played by English as semiotic resource in cultural and creative industries that create value out of manipulation of symbolic and meaning systems. Students will apply the knowledge to evaluate frequent genres in which English is used in creative and cultural industries, and ultimately to formulate their strategies to work on a project of their own.

### 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.	Describe the origins and development of creative and cultural industries in different economies;	10%	X	X	X
2.	Identify and understand key theories to analyse discourse in cultural and creative industries.	10%	X	X	X
3.	Analyse the role played by English as semiotic resource in cultural and creative industries that create value out of manipulation of symbolic and meaning systems.	25%	X	X	X
4.	Apply the knowledge learnt to evaluate frequent genres in which English is used in creative and cultural industries	25%	X	X	X
5.	Formulate their strategies to work on a project of their own within the space of cultural and creative industries.	30%	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	5		
Interactive lectures and activities to introduce and	Students do assigned readings and study-questions on the readings; students also contribute, share and evaluate authentic materials they sourced during class discussions	✓	✓					1-3

exemplify key concepts , and origins and development of creative and cultural industries							
Interactive lectures and activities to guide students (a) to understand key theories to analyse and evaluate the role played by English as semiotic resource in cultural and creative industries (b) to apply their knowledge learnt to evaluate the frequent genres in which English is used in creative and cultural industries	Students do collaborative projects in small groups to discuss case studies in cultural and creative industries, to understand and investigate the role played by English, and evaluate the ways in which English is used across genres, media, and sectors Students collaborate, co-author and present their work for peer support and feedback.			✓	✓		4-9
Interactive small group activities to guide students in planning their own	Students work in collaborative small groups to create and formulate strategies for a project of their own.  Students present their work in groups , and get feedback from					✓	10-13

projects.	peers and instructor.								
...									

#### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CIOs.)

Assessment Tasks/Activities	CICO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 100 %							
<p><b>Participation and contribution to in-class discussions and activities</b></p> <p>Students are assessed according to how well they actively engage in and contribute to the weekly readings, discussions and activities through which they learn to describe and give accounts and examples of concepts, and apply these concepts to analyse various topics in creative and cultural industries. Students are expected to contribute through active participation and content contribution.</p>	✓	✓	✓	✓		20%	
<p><b>Individual Report</b></p> <p>Students will collect data from relevant sources, analyse the data, and discuss the findings in an individual report.</p>	✓	✓	✓	✓		40%	
<p><b>Group Project: Group Presentation &amp; Group Project Report</b></p> <ul style="list-style-type: none"> <li>● Students will work in small groups (of 4-5 students) to create and formulate strategies for a project within the space of creative and cultural industries.</li> <li>● Students will simulate a pitch for a specific project related to creative and cultural industries applying the knowledge</li> </ul>					✓	40%	

<p>learnt in class and interaction with professionals across different sectors.</p> <p>Students will present their collective work to their peers and instructor and submit a report.</p>								
<p>Examination: _____% (duration: _____, if applicable)</p>								
<p>* The weightings should add up to 100%.</p>							<p>100%</p>	

## 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. <b>Case Study: Individual Report</b>	<b>Content</b>	Able to choose a suitable topic, identify and describe the key data, apply appropriate principles, concepts to analyse the data, make links with theories learnt and create new insights.	Able to choose a suitable topic, identify and describe the key data, and apply appropriate principles, concepts to analyse the data and create insights.	Able to choose a suitable topic, identify and describe the key data, applying some principles and concepts to analyse the data, and create insights with moderate accuracy and appropriateness.	Able to choose a suitable topic and identify and describe the key data	Unable to choose a suitable topic and/or identify key data.
	<b>Language</b>	Demonstrates excellent grammatical/lexical range and accuracy.	Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.	Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.	Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.	Fails to use language to complete the task or does not submit the task.
2. <b>Group Presentation and report</b>	<b>Content</b>	Able to conduct an appropriately designed study of a chosen industry by collecting data from various credible sources, formulating effective research strategies, identifying key	Able to conduct a well-designed study of a chosen industry by collecting data from various credible sources, formulating effective research strategies, identifying key	Able to conduct a study of a chosen industry by collecting data, formulating research strategies, identifying some features of the industry, applying principles, concepts and tools accurately,	Able to conduct a study of a chosen industry by collecting data, formulating research strategies, identifying some features of the industry, applying some principles, concepts and, and apply some	Unable to meet the assessment requirement.

		features of the industry, applying principles, concepts and tools accurately, and apply knowledge, create new insights and skills effectively in writing and presenting a highly professional report.	features of the industry, applying principles, concepts and tools accurately, and apply knowledge, create insights and skills effectively in writing and presenting a professional report.	and apply knowledge, create insights and skills in writing and presenting a professional report.	knowledge and skills in writing and presenting a report.	
	<b>Language</b>	Demonstrates excellent grammatical/lexical range and accuracy.	Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.	Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.	Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.	Fails to use language to complete the task or does not submit the task.
<b>3. In Class Participation, Discussion and Activities</b>	<b>Content</b>	Able to evaluate observations and arguments into a coherent and insightful analysis and express it clearly and succinctly. Able to source and contribute exemplary authentic content materials for class discussion.	Able to link key features in the concepts learnt and identify key patterns and describe these linkages and patterns clearly. Able to source and contribute good authentic content materials for class discussion.	Able to identify key features in the concepts learnt and describe them clearly and accurately. Able to source and contribute appropriate authentic content materials for class discussion.	Able to identify and describe features in the concepts learnt. Able to source and contribute authentic content materials for class discussion.	Unable to identify key features in the relevant concepts. Unable to source and contribute authentic materials for class discussion.

	<b>Language</b>	Demonstrates excellent grammatical/lexical range and accuracy.	Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.	Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.	Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.	Fails to use language to complete the task or does not submit the task.
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**Part III Other Information** (more details can be provided separately in the teaching plan)

**1. Keyword Syllabus**

**Creativity, culture, creative and cultural industries, = branding, marketing, advertising \genres, semiotic resources, social semiotics, symbolic and meaning systems, media.**

**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.)*

1.	Cook, G. (1992). <i>The discourse of advertising</i> . London: Routledge.
2.	Hall, S. (2006). Encoding/decoding. In M. Durham, & D. Kellner (Eds.), <i>Media cultural studies: keywords</i> . (pp. 163-173). Malden: Blackwell Publishing.
3.	Hartley, J. (Ed.) (2005). <i>Creative industries</i> . Oxford: Blackwell.
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**2.2 Additional Readings**

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

1.	Barnard, M. (1996). <i>Fashion as communication</i> . London and New York: Routledge.
2.	Carter, R. (2004). <i>Language and creativity</i> . London: Routledge.
3.	Florida, R. (2002). <i>The rise of the creative class, and how it's transforming work, leisure, community and everyday life</i> . New York: Basic Books.
4.	Goddard, A. (1998). <i>The language of advertising</i> . London: Routledge
5.	Holt, D. B. (2004). <i>How brands become icons: the principles of cultural branding</i> . Boston, Mass.: Harvard Business School.
6.	Choi, Y. G. (2006). <i>What is the Cultural Content</i> . Seoul: Sallimbooks.
7.	O'Connor, J. (2007). <i>The cultural and creative industries: a review of the literature</i> . London:
8.	Machin, D., & Van Leeuwen, T. (2007). <i>Global media discourse</i> . London: Routledge.
9	Potts, J., & Cunningham, S. (2008). Four Models of the Creative Industries. <i>Journal of Cultural- Science</i> , 1, 23.