City University of Hong Kong
Course Syllabus

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

Part I Course Overview

Course Title:	Creative Professions Projects
Course Code:	EN4572
Course Duration:	2 semesters
Credit Units:	6
Level:	B4
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	EN4576 Professional English Final Year Project
Exclusive Courses: *(Course Code and Title)*	Nil

Part II Course Details

1. **Abstract**

The course blends theory and practice to emphasise the analysis of the English language as it is used in workplace settings. The course involves the team-based execution of a professional communication project, including the production of one or more texts, such as handbooks, social media campaigns, market research reports, websites, brochures, etc. This practical experience is analysed from the perspective of relevant theories of communication, culture, or linguistics. The project is completed in collaboration with a host organisation, which provides an authentic workplace experience.

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.	Apply creative communication theories in practice		X	X	X
2.	Demonstrate an understanding of a broad spectrum of creative communication purposes and practices		X	X	X
3.	Analyze the communication needs of a project and implement solutions				
4.	Successfully execute workplace projects by putting creative communication into practice, individually and in groups.		X	X	X
5.	Identify, apply and produce genres relevant to the host's brief and communication objectives		X	X	X
6.	Build and maintain effective teams to organise and execute a project		X	X	X

* If weighting is assigned to CILOs, they should add up to 100%. 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	**6**	
Class meetings	Class meetings will take up important areas of workplace communication and make connections between theory and practice.	✓		✓	✓			
Meetings with academic supervisor.	Project groups meet regularly with their academic supervisor for progress reports and guidance.	✓				✓	✓	
Methodology in action activities:	Students work closely with the host organization to apply and adapt the communication theory and and skills and utilise a range of critical and practical methodologies acquired throughout the curriculum.					✓	✓	

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	5	6		
Continuous Assessment: 100 %								
Needs analysis Students write an analysis of the host's communication needs and describe the brief as presented to them by the host.	✓		✓				10%	
Progress log Students in each group take it in turns to write a weekly record of the group's progress, challenges encountered and solutions identified, with reference to relevant theories and concepts in communication.			✓	✓	✓		10%	
Oral presentations Students present their project outcomes.			✓	✓			20%	
Exhibition Students create an online exhibition of their projects.			✓	✓		✓	20%	

Portfolio Students curate a portfolio of project outputs and compose a paper analysing the choice of outputs, reflecting on the learning each represents and the communication theory and processes each relates to.	✓			✓	✓		20%	
Teamwork reflection Groups write a reflection on their experience of building and maintaining strong and effective teams, and evaluate the outcome.	✓	✓					20%	

* 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)
Needs analysis	Task fullfillment	The host organisation and project background, host objectives, and other relevant factors (e.g., host's constraints and preferences) are very thoroughly and accurately described and analysed. A very carefully thought through, feasible and appropriately detailed preliminary plan for the project is presented.	The host organisation and project background, host objectives, and other relevant factors (e.g., host's constraints and preferences) are thoroughly and accurately described and analysed. A carefully thought through, feasible and appropriately detailed preliminary plan for the project is presented.	The host organisation and project background, host objectives, and other relevant factors (e.g., host's constraints and preferences) are generally thoroughly and accurately described and analysed, with some omissions and/or inaccuracies. A generally satisfactory preliminary plan for the project is presented with some issues regarding clarity of thought, feasibility or detail.	The host organisation and project background, host objectives, and other relevant factors (e.g., host's constraints and preferences) are described and analysed, with significant weaknesses in the accuracy or detail. A preliminary plan for the project is presented but significant weaknesses exist in clarity of thought, feasibility and/or level of detail.	No needs analysis is submitted, or the analysis fails to present an accurate and/or thorough analysis of the host organisation and project background, host objectives, and/or other relevant factors (e.g., host's constraints and preferences). No plan for the project is submitted, or it has very serious weaknesses in terms of clarity of thought, detail and/or feasibility.
	Textual quality	Has a very clear and effective structure and flow. Demonstrates excellent grammatical/lexical range and accuracy.	Has a clear and effective structure and flow. Demonstrates good grammatical /lexical range and accuracy. May have occasional errors which do not interfere with	Has a generally clear and effective structure and flow. Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interfere with comprehensibility.	Significant weaknesses exist in terms of structure and flow. Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.	Weaknesses in the structure and flow seriously impair the readability. Fails to use language to complete the task or does not submit the task.

			comprehensibility of meaning.			
Progress log	Task fulfillment	Weekly entries are made and fully address the issues assigned.	Almost all weekly entries are made and address the issues assigned.	Weekly entries are made with some omissions and generally address the issues assigned.	A significant number of entries are missing and/or they do not adequately address the issues assigned.	No progress log is submitted or there are too few entries to assess progress on the project.
	Analysis	Entries systematically relate aspects of progress on the project to relevant theories and concepts in professional communication in an accurate and insightful way.	Entries usually relate aspects of progress on the project to relevant theories and concepts in professional communication and are generally accurate.	Entries frequently relate aspects of progress on the project to relevant theories and concepts in professional communication, although some minor inaccuracies may arise.	Entries largely neglect to relate progress to theories or concepts in professional communication and/or reveal significant inaccuracies.	Theories and concepts are not dealt with to a significant extent.
	Text quality	Has a very clear and effective structure and flow. Demonstrates excellent grammatical/lexical range and accuracy.	Has a clear and effective structure and flow. Demonstrates good grammatical /lexical range and accuracy. May have occasional errors which do not interfere with comprehensibility of meaning.	Has a generally clear and effective structure and flow. Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interfere with comprehensibility.	Significant weaknesses exist in terms of structure and flow. Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.	Weaknesses in the structure and flow seriously impair the readability. Fails to use language to complete the task or does not submit the task.
Oral presentation	Task fulfillment	The presentation gives an appropriately detailed and thoroughly evidenced overview of the project and its outcomes.	The presentation gives a generally detailed and evidenced overview of the project and its outcomes.	The presentation describes the project with some limitations on the level of detail, specificity of evidence and/or clarity of overview.	The presentation does not provide an effective overview of the project and/or fails to provide detail and evidence of its outcomes.	No presentation is given or the presentation does not communicate the project outcomes.

	Presentation quality	Has a very clear and effective structure and flow. Demonstrates excellent grammatical/lexical range and accuracy. Pronunciation and intonation are highly accurate, effective and comprehensible.	Has a clear and effective structure and flow. Demonstrates good grammatical /lexical range and accuracy. May have occasional errors which do not interfere with comprehensibility of meaning. Pronunciation and intonation are accurate, effective and comprehensible.	Has a generally clear and effective structure and flow. Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interfere with comprehensibility. Pronunciation and intonation are generally accurate, effective and comprehensible with some errors which occasionally interfere with comprehensibility.	Significant weaknesses exist in terms of structure and flow. Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.	Weaknesses in the structure and flow seriously impair the readability. Fails to use language to complete the task or does not submit the task.
Online exhibition	Task fulfillment	The online exhibition site gives a very engaging, appropriately detailed and evidenced account of the project as it was executed and its outcomes.	The online exhibition site gives an, appropriately detailed and evidenced account of the project as it was executed and its outcomes.	The online exhibition site gives an account of the project as it was executed and its outcomes with some weaknesses in detail and/or evidence.	The online exhibition site largely fails to account thoroughly for the project as it was executed and its outcomes.	No online exhibition is submitted or it does not provide an adequate account of the project.
	Presentation	The online exhibition is very clear, logically and intuitively structured, and very easy to navigate.	The online exhibition is clear, logically and intuitively structured, and easy to navigate.	The online exhibition is generally clear, although there are some weaknesses in structure or ease of navigation.	The online exhibition has features which make it difficult to access or understand the content on it, or to navigate it.	The online exhibition is presented in a way which prevents visitors from accessing the content effectively.
	Language	Demonstrates excellent grammatical/lexical range and accuracy.	Demonstrates good grammatical /lexical range and accuracy. May have occasional errors which do not interfere with	Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interfere 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.

		comprehensibility of meaning.			
Portfolio	Task fulfillment	The portfolio selects highly relevant artefacts from the project. The portfolio presents a highly meaningful reflective narrative about the learning evidenced by the artefacts. The portfolio makes highly effective use of very relevant theories and concepts in professional communication to describe the significance of the artefacts.	The portfolio selects relevant artefacts from the project. The portfolio presents a meaningful reflective narrative about the learning evidenced by the artefacts. The portfolio makes effective use of relevant theories and concepts in professional communication to describe the significance of the artefacts.	The portfolio selects generally relevant artefacts from the project. The portfolio presents a generally meaningful reflective narrative, although it does not always make a clear connection between the artefacts and the learning they evidence. The portfolio makes generally effective use of theories and concepts in professional communication with some gaps and/or inaccuracies.	The the relevance of the artefacts presented in the portfolio is not demonstrated. The reflection generally does not succeed in connecting the artefacts with the learning they evidence. The portfolio generally neglects to use relevant professional communication theories and concepts and/or has inaccuracies in its treatment of them.	No portfolio is presented and/or it does not offer a reflection on project artefacts and the learning they evidence, drawing on theories and concepts in professional communication.
	Textual quality	Has a very clear and effective structure and flow. Demonstrates excellent grammatical/lexical range and accuracy.	Has a clear and effective structure and flow. Demonstrates good grammatical /lexical range and accuracy. May have occasional errors which do not interfere with comprehensibility of meaning.	Has a generally clear and effective structure and flow. Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interfere with comprehensibility.	Significant weaknesses exist in terms of structure and flow. Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.	Weaknesses in the structure and flow seriously impair the readability. Fails to use language to complete the task or does not submit the task.
Teamwork reflection	Task fulfillment	The teamwork reflection demonstrates	The teamwork reflection demonstrates	The teamwork reflection provides a generally	The teamwork reflection presents a	No teamwork reflection is submitted,

		an incisive and insightful understanding of the group's trajectory and the individual's role within it.	a strong understanding of the group's trajectory and the individual's role within it.	accurate account of the group's trajectory with some limitations on the accuracy or the individual's understanding of his/her role within the group.	partial and/or unreflected account of the group's trajectory and the individual's role within it.	or it fails to account meaningfully this dimension of the course.
	Textual quality	Has a very clear and effective structure and flow. Demonstrates excellent grammatical/lexical range and accuracy.	Has a clear and effective structure and flow. Demonstrates good grammatical /lexical range and accuracy. May have occasional errors which do not interfere with comprehensibility of meaning.	Has a generally clear and effective structure and flow. Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interfere with comprehensibility.	Significant weaknesses exist in terms of structure and flow. Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.	Weaknesses in the structure and flow seriously impair the readability. Fails to use language to complete the task or does not submit the task.

Part III Other Information (more details can be provided separately in the teaching plan)

1.   Keyword Syllabus

Creativity, creative industries, culture industries, creative writing, events organisation, marketing, scriptwriting, speechwriting, feature writing, copywriting, public relations, desktop publishing, communication management, artwork, intercultural communication, mediated communication, promotional communication, public communication, collaborative writing, argumentation, composition, audience analysis, public relations writing, advertising copywriting, promotional writing, persuasive writing genre analysis.

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.	A collection of articles will be assigned.

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

Lewis, J. P. (2007) *The project manager's desk reference: A comprehensive guide to project planning, scheduling, evaluation, and systems.* New York: McGraw-Hill
DeFillippi, R J., Arthur, M. B. Lindsay, V. J. (2006) *Knowledge at work: creative collaboration in the global economy.* Malden, Mass: Blackwell Publishing.
Rubin, R. B., Rubin, A. M., Piele, L. J. (2005) *Communication Research: strategies and sources.* Belmont, CA : Thomson/Wadsworth
Moss, D., MacManus, T., Vercic, D. (editors) (1997), *Public relations research : an international perspective.* London; Boston : International Thomson Business Press.
Woolever, K.R. (2005) *Writing for the technical professions.* New York: Pearson/Longman
VanAlystyne J. S. , Tritt. M. D. (2002) Professional *and technical writing strategies : communicating in technology and science.* Upper Saddle River, N.J. : Prentice Hall
Dinsmore, P. C. (1999) *Winning in business with enterprise project management.* New York : AMACOM