

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Summer Term 2022**

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**Part I Course Overview**

English Summer Programme

**Course Title:**

EN3596

**Course Code:**

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

**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)*

EN2410 Professional Communication Study Tour

EN3577 Creative and Cultural Summer Programme

EN3584 Professional Communication Summer Programme

**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 an understanding of issues related to English language, communication, and culture within a global context. During the course, students engage in theoretical discussions and then apply the theories to observations within a particular Anglophone context. As they observe historical and cultural sites, they also examine how these places are presented and mediated through language. At the end of the course, students critically reflect and evaluate their overall learning experiences, while creatively demonstrating their linguistic, academic and personal achievements. Since this course takes place in a place where English has a significant role, students have considerable opportunities to reflect upon 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 in language, communication, and cultural studies.		X	X	
2.	Conduct research related to these topics.		X	X	
3.	Analyze data and generate productive critical and creative materials.		X	X	X
4.	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			
Orientation Lectures	Students attend lectures before / during the course giving background on theories and topics	X						
Group projects	Students conduct research in small groups and prepare a project and perform analysis of	X	X	X	X			

	data collected.							
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 CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
<b>Website.</b> Students design a website that contains relevant interactions, interviews, images, and research findings.	X	X	X				30%	Weighting and the specific details of the assessment task depend on the nature and the specific context of the program]
<b>Reflective research paper.</b> Students write a detailed reflective research account paper on the theme of their summer programme.	X	X	X	X			50%	
<b>Oral presentations.</b> Students deliver presentations on a topic discussed in the course.	X	X	X				15%	
Class participation. Students complete short in-class short tasks and participate in group discussions	X						5%	
Examination: _____% (duration: _____, if applicable)								
							100%	

\* The weightings should add up to 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 project	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 paper	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; excellent examples and/or	Fairly rich and specific content; adequate examples;	May be slightly too general or abstract with few specific examples or narratives and no	Very general and abstract; no self-reflection or analysis	Extremely general; no self-reflection or analysis

		narratives; self reflective; use of appropriate concept when warranted	self reflective; use of appropriate concepts when warranted;	use of concepts; little self-reflection		
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 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; 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	Proactive participation	Proactive	Proactive participation in	Little participation in	No participation in

	activities (including site visits)	in all class activities; Impressive contributions in group discussions; Quality output in all tasks	participation some class activities; Quality contributions in some group discussions; Quality output in all tasks	limited class activities; Limited contributions in group discussions	class activities; very little contributions in group discussions	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.)*

Ethnographic research, linguistic analysis, cultural studies, language and the environment.

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