Course Syllabus

offered by Department of English
with effect from Semester A 2022/2023

Part I   Course Overview

Course Title:	**Foundations of Language and Communication Studies**
Course Code:	**EN2722**
Course Duration:	**One Semester**
Credit Units:	**3 credits**
Level:	**B2**
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)*	**None**
Precursors: *(Course Code and Title)*	**None**
Equivalent Courses: *(Course Code and Title)*	**None**
Exclusive Courses: *(Course Code and Title)*	**None**

Part II Course Details

1. Abstract
(A 150-word description about the course)

This course introduces students to key concepts and approaches within English studies, with a primary focus on language, linguistics and professional communication. As students explore how English is studied and approached from these academic perspectives, they will come to appreciate the utility and versatility of the English language and develop an increased awareness of their own potential and pathways. 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.	Account for and apply key concepts in linguistics and professional communication.		√	√	
2.	Demonstrate an understanding of appropriate social, cultural, or professional discourses.		√	√	
3.	Apply critical reading, writing, speaking, listening and analytical skills in conjunction with a range of academic and professional texts		√	√	√
4.	Acquire a competency in working within a group environment.		√	√	

* 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		
Interactive seminars	Students are introduced key topics and then asked to complete interactive analysis tasks, individually and in groups.	√	√	√	√			
Reading	Weekly reading assignments underpin the acquisition of	√		√				

	course content and academic literacy skills.								
Peer teaching	In small groups students design and lead tasks to reinforce acquisition of key concepts.	√	√	√	√				
Writing exercises	Students produce short texts on aspects of the course content.								

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			
Continuous Assessment: _100___%								
Presentation: Students read a research article and present its key findings in context.	√	√	√	√			20%	
Test: An in-class test on key course content.	√	√	√				35%	
Essay: A written assignment based on the synthesis and evaluation of the scholarly literature in an area of the course content.	√	√	√				35%	
Participation: Students contribute to in-class discussions and complete in- and out-of-class tasks to demonstrate understanding of course content.	√	√	√	√			10%	
Examination: 0__% (duration: , if applicable)								

* 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. Presentation	Content	Content of presentation is very accurate and informative.	Content of presentation is accurate and informative.	Content of presentation is generally accurate and informative with some gaps which do not seriously impair the message.	Content of presentation is contains significant inaccuracies and/or is insufficiently informative.	Content of presentation is not informative about the topic and/or is largely inaccurate.
	Organisation	Very effective structure.	Effective structure.	Generally effective structure with some infelicities.	Unclear structure makes the presentation hard to follow.	Structure not identifiable.
	Language	Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register. Pronunciation is extremely clear.	Lexicogrammar is accurate, idiomatic, varied and appropriate to the register. Pronunciation is clear. Minor issues do not negatively affect comprehension.	Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Pronunciation is generally clear. Issues have only a limited, negative effect on comprehension.	Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register. Pronunciation is very unclear. Issues significantly disrupt comprehension.	Lexicogrammar is highly inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register. Pronunciation is extremely unclearly. Issues effectively prevent comprehension.
2 Mid-term test	Content	Answers reflect an extremely strong understanding of all tested areas of course content.	Answers reflect a strong understanding of most tested areas of course content.	Answers reflect a generally strong understanding of tested areas of course content with some gaps.	Answers reflect limited understanding of tested areas of course content.	Answers reflect extremely limited understanding of tested course content.
3 Essay	Content	Answers reflect an extremely strong understanding the relevant concepts.	Answers reflect a strong understanding of the relevant concepts.	Answers reflect a generally strong understanding of the relevant concepts with some gaps.	Answers reflect limited understanding the relevant concepts.	Answers reflect extremely limited understanding of the relevant content.
	Organisation	Very effective structure.	Effective structure.	Generally effective structure with some infelicities.	Unclear structure makes the presentation hard to follow.	Structure not identifiable.
	Language	Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.	Lexicogrammar is accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.	Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Issues have only a limited, negative effect on comprehension.	Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register. Issues significantly disrupt comprehension.	Lexicogrammar is highly inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register. Issues effectively prevent comprehension.

4. Participation	Participation in teaching and learning activities	Makes significant, constructive, contributions to in-class discussion and completes tasks to a very high standard, reflecting thorough preparation.	Makes constructive contributions to in-class discussion and completes tasks to a high standard, reflecting considerable preparation.	Makes some constructive contributions to in-class group discussion and completes most tasks, reflecting generally adequate preparation.	Makes limited constructive contributions to in-class discussion and does not regularly complete tasks, reflecting inadequate preparation.	Makes few or no contributions to in-class discussions and/or does not complete tasks, reflecting little or no preparation.

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 studies, linguistics, academic English, professional communication.

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.)

Yule, G. (2020). The study of language (7th ed.). Cambridge University Press.
Articles assigned by the instructor.

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

(Nil)