New Syllabus Proposal

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Effective Term
Semester B 2023/24

Part I Course Overview

Course Title
The Language of Sustainability

Subject Code
EN - English
Course Number
2859

Academic Unit
English (EN)

College/School
College of Liberal Arts and Social Sciences (CH)

Course Duration
One Semester

Credit Units
3

Level
B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction
English

Medium of Assessment
English

Prerequisites
Nil

Precursors
Nil

Equivalent Courses
Nil

Exclusive Courses
Nil

Part II Course Details

Abstract

This course aims to develop students' awareness of the role of discourse in the area of sustainability and equip them with research and communication skills to navigate the genres (annual reports, press release, social media, etc.) used

by different stakeholders to communicate their commitments, efforts, and achievements to a diversified audience (shareholders, consumers, etc.). Students will learn the basic concepts related to sustainability, latest regulations, and socio-economic implications behind them. Students will learn how to critically analyse those texts and identify the rhetorical conventions (including multimodal features) that different communities (activists, scientists, corporations) use to convey messages related to climate change, environmental, social, and governance aspects. Students will also learn how to manage a communication crisis through the language of repair regarding such topics including, environmental disasters, greenwashing, social issues. The course will prepare students to think critically, communicate effectively, and broaden their understanding of language studies and their potential application in the area of sustainability across different sectors.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Understand the importance of the role of discourse in the area of sustainability;		x	x	
2	Learn basic concepts related to sustainability, latest regulations, and socio-economic implications behind them;		x	x	
3	Critically analyse genres used by different stakeholders to communicate their commitments, efforts, and achievements to a diversified audience;		x	x	
4	Identify the rhetorical conventions (including multimodal features) used to convey messages related to environmental, social, and governance aspects;		x	x	
5	Manage a communication crisis through the language of repair regarding such topics.		x	x	x

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 real-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.

Teaching and Learning Activities (TLAs)

	TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Lectures and guest talks	The lectures will introduce students to the main concepts underlying the role of discourse in the sustainability discussion.	1, 2, 3	1-12 weeks

2	Case study analysis	In-class individual and group analysis of case studies and readings with guided comprehension questions will enable students to become acquainted with the major theories influencing an understanding of sustainability and various aspects of global and local regulations as a process across a range of professional contexts.	3, 4, 5	1-12 weeks
3	Problem based learning activities	A series of in-class, individual and group-based exercises will enable students to discuss and debate sustainability-related texts covered in lectures and readings.	3, 4, 5	5-12 weeks
4	Methodology in action activities	Students will be asked to apply discourse analysis theories and frameworks and present their findings in class presentations.	3, 4, 5	5-12 weeks

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Test	1, 2, 3	20	Assessed individually
2	Individual essay	3, 4	30	Assessed individually
3	Group presentation	3, 4, 5	40	Group task (10% assessed individually)
4	Participation & task completion	1, 2, 3, 4, 5	10	Assessed individually

Continuous Assessment (%)

100

Assessment Rubrics (AR)

Assessment Task

Individual essay

Criterion

Content & organization

Excellent (A+, A, A-)

The content is extremely well selected and developed;
Relevant information is included for analysis and extremely well presented;
The analysis is extremely comprehensive and accurate;
The purpose of the essay is fully achieved.

Good (B+, B, B-)
The content is well selected and developed;
Relevant information is included for analysis and well presented;
The analysis is comprehensive and accurate;
The purpose of the essay is achieved.

Fair (C+, C, C-)
The content is satisfactorily selected and developed;
Relevant information is included for analysis and satisfactorily presented;
The analysis is satisfactorily comprehensive and accurate;
The purpose of the essay is satisfactorily achieved.

Marginal (D)
The content is partially selected and developed;
Relevant information is included for analysis and partially presented;
The analysis is partially comprehensive and accurate;
The purpose of the essay is partially achieved.

Failure (F)
The content is significantly underdeveloped;
Relevant information is included for analysis, but the presentation is underdeveloped;
The analysis is underdeveloped;
The purpose of the essay is not achieved.

Assessment Task
Individual essay

Criterion
Language

Excellent (A+, A, A-)
Demonstrates excellent grammatical/lexical range and accuracy. Is easily comprehensible.

Good (B+, B, B-)
Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility.

Fair (C+, C, C-)
Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.

Marginal (D)
Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis with evidence of systematic errors that significantly interfere with comprehensibility.

Failure (F)
Fails to use language to complete the task with errors interfering with comprehensibility, or does not submit the task.

Assessment Task
Oral Presentation

Criterion
Content & Organization

Excellent (A+, A, A-)
Relevant information is extremely well presented;
Visuals are extremely appropriate and effective;
Extremely effective time management and good question-and-answer participation;
Extremely clear structure with identifiable introduction, closely follow outline in the middle, and strong conclusion to reinforce the aim and objectives.

Good (B+, B, B-)
Relevant information is well presented;
Visuals are appropriate and effective;
Effective time management and good question-and-answer participation;
Clear structure with identifiable introduction, closely follow outline in the middle, and strong conclusion to reinforce the aim and objectives.

Fair (C+, C, C-)
Relevant information is satisfactorily presented;
Visuals are satisfactorily appropriate and effective;
Time management is satisfactorily effective and good question-and-answer participation;
Satisfactorily clear structure with identifiable introduction, closely follow outline in the middle, and adequate conclusion to reinforce the aim and objectives.

Marginal (D)
Relevant information is partially presented;
Visuals are partially appropriate and effective;
Time management and question-and-answer participation are partially satisfactory;
The structure is partially clear with identifiable introduction, partially following outline in the middle, and adequate conclusion to reinforce the aim and objectives.

Failure (F)
The presentation of relevant information is underdeveloped;
Visuals are neither appropriate nor effective;
Neither time management nor question-and-answer participation are satisfactory;
The structure is underdeveloped and the different sections are not identifiable.

Assessment Task
Oral Presentation

Criterion
Language

Excellent (A+, A, A-)
Demonstrates excellent grammatical/lexical range and accuracy.

Good (B+, B, B-)
Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.

Fair (C+, C, C-)

Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.

Marginal (D)

Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.

Failure (F)

Fails to use language to complete the task or does not submit the task.

Assessment Task

Oral Presentation

Criterion

Presentation skills

Excellent (A+, A, A-)

Excellent delivery (pace, fluency, posture, gestures, eye contact); Transitions are extremely adequate and effective.

Good (B+, B, B-)

Good delivery (pace, fluency, posture, gestures, eye contact); Transitions are adequate and effective.

Fair (C+, C, C-)

Satisfactorily delivery (pace, fluency, posture, gestures, eye contact); Transitions are satisfactorily adequate and effective.

Marginal (D)

Partially acceptable delivery (pace, fluency, posture, gestures, eye contact); Transitions are partially adequate and effective.

Failure (F)

Significantly poor delivery (pace, fluency, posture, gestures, eye contact); Transitions are inadequate.

Assessment Task

Test

Criterion

Content

Excellent (A+, A, A-)

90-100% of the multiple-choice answers are correct and the open-ended answers are extremely comprehensive and accurate supported by relevant examples;

Good (B+, B, B-)

50-70% of the multiple-choice answers are correct and open-ended answers are comprehensive an accurate supported by relevant examples;

Fair (C+, C, C-)

30-50% of the multiple-choice answers are correct and open-ended answers are
satisfactorily provided;

Marginal (D)

20-30% of the multiple-choice answers are correct and open-ended answers are partially underdeveloped;

Failure (F)

Less than 20% of the multiple-choice answers are correct and open-ended answers are underdeveloped;

Assessment Task

Test

Criterion

Language

Excellent (A+, A, A-)

Demonstrates excellent grammatical/lexical range and accuracy.

Good (B+, B, B-)

Demonstrates good grammatical /lexical range and accuracy. May have occasional errors but does not interfere with comprehensibility of meaning.

Fair (C+, C, C-)

Demonstrates an adequate grammatical/lexical range with some evidence of systematic errors that occasionally interferes with comprehensibility.

Marginal (D)

Unable to use linguistic resources to complete the task and relies on extremely limited grammar and lexis.

Failure (F)

Fails to use language to complete the task or does not submit the task.

Assessment Task

Participation & task completion

Excellent (A+, A, A-)

Student is extremely engaged in class and the content of the tasks submitted is extremely comprehensive and accurate;

Good (B+, B, B-)

Student is engaged in class and the content of the tasks submitted is comprehensive and accurate;

Fair (C+, C, C-)

Student is satisfactorily engaged in class and the content of the tasks submitted is satisfactorily comprehensive and accurate;

Marginal (D)

Student is partially engaged in class and the content of the tasks when submitted is partially underdeveloped;

Failure (F)

Student is not engaged in class and the content of the tasks when submitted is significantly underdeveloped;

Part III Other Information

Keyword Syllabus

Sustainability; Environmental; Social; Governance; Corporate Social Responsibility; Eco-linguistics; Crisis Communication; Environmental Humanities; Climate Change; Social Semiotics; Multimodality; Linguistics; Cultural Sustainability; Reporting; Social Media; Specialised Discourse; Genre Analysis;

Reading List

Compulsory Readings

	Title
1	Cikaliuk, M., Erakovic, L., Jackson, B., Noonan, C., & Watson, S. (2022). Responsible Leadership in Corporate Governance: An Integrative Approach. Oxfordshire, New York: Routledge. Ch. 2, 3, 5, 8. (selected sections)
2	Flottum, K. (ed.). (2017). The role of language in the climate change debate. Oxfordshire, New York: Routledge. Ch. 1, 2, 4, 8, 9. (selected sections)
3	Harré, R., Brockmeier, J., Mühlhäusler, P. (1999). Greenspeak: A Study of Environmental Discourse. Thousand Oaks, London, New Delhi: Sage. Ch. 1, 3, 4, 5, 6, 8, 9. (selected sections)
4	Pompper, D. (ed.). (2018). Climate and Sustainability Communication: Global Perspectives. Oxfordshire, New York: Routledge. Ch. Introduction, 2, 5, 7. (selected sections)
5	Stibbe, A. (2015). Ecolinguistics: Language, ecology and the stories we live by. London, New York: Routledge. Ch. Introduction. 2, 3, 4, 9, 10. (selected sections)

Additional Readings

	Title
1	Alhaddi, H. (2015). Triple Bottom Line and Sustainability: A Literature Review. Business and Management Studies, 1(2), 6-10. https://doi.org/10.11114/bms.v1i2.752
2	Bernstein, R. S., Bulger, M., Salipante, P., & Weisinger, J. Y. (2020). From Diversity to Inclusion to Equity: A Theory of Generative Interactions. Journal of Business Ethics, 167(3), 395–410. https://doi.org/10.1007/s10551-019-04180-1
3	Brundtland, G. H. (1987). Report of the World Commission on environment and development: Our common future. United Nations General Assembly document A/42/427. http://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf (Last accessed 21 February 2023)
4	Deignan, A., Semino, E., & Paul, S. A. (2019). Metaphors of climate science in three genres: Research articles, educational texts, and secondary school student talk. Applied Linguistics, 40(2), 379-403.
5	Global Reporting Initiatives. http://www.globalreporting.org/ (Last accessed 15 March 2023).
6	Jaworska, S. (2018). Change but no climate change: Discourses of climate change in corporate social responsibility reporting in the oil industry. International Journal of Business Communication, 55(2), 194-219.
7	Maier, C. D., & Ravazzani, S. (2021). Framing Diversity in Corporate Digital Contexts: A Multimodal Approach to Discursive Recontextualizations of Social Practices. International Journal of Business Communication, 58(4), 463–489. https://doi.org/10.1177/2329488418768690
8	Maier, C. D., & Ravazzani, S. (2019). Bridging diversity management and CSR in online external communication. Corporate Communications: An International Journal, 24(2), 269–286. https://doi.org/10.1108/ccij-01-2018-0015
9	Maier, C. D. (2011). Communicating business greening and greenwashing in global media: A multimodal discourse analysis of CNN's greenwashing video. International Communication Gazette, 73(1–2), 165–177. https://doi.org/10.1177/1748048510386747
10	Moodaley, W., & Telukdarie, A. (2023). Greenwashing, Sustainability Reporting, and Artificial Intelligence: A Systematic Literature Review. Sustainability, 15(2), 1481. https://doi.org/10.3390/su15021481
11	Singh, A., Zhang, Y., & Anu, N. (2022). Understanding the Evolution of Environment, Social and Governance Research: Novel Implications From Bibliometric and Network Analysis. Evaluation Review, 47(2), 350–386. https://doi.org/10.1177/0193841x221121244 (Last accessed 20 February 2023).

| 12 | Wells, V., Athwal, N., Nervino, E., & Carrigan, M. (2021). How legitimate are the environmental sustainability claims of luxury conglomerates? Journal of Fashion Marketing and Management, 25(4), 697–722. https://doi.org/10.1108/jfmm-09-2020-0214 |