

City University of Hong Kong
Course Syllabus

offered by Chow Yei Ching School of Graduate Studies
with effect from Semester A 2015/16

Part I Course Overview

Course Title:	Teaching Students: First Steps
Course Code:	SG8001
Course Duration:	One semester
Credit Units:	1
Level:	R8
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: (Course Code and Title)	<p>a Pass in SG8002</p> <p><i>Exemptions from this prerequisite are granted to students who have achieved an overall band score of IELTS of 6.5 or above with a score of the speaking component of 6.5 or above; or an overall score of 79 or above in TOEFL internet-based test or 550 or above in paper-based test or 213 or above in computer-based test with a score of 20 or above in the speaking section of TOEFL iBT or its equivalent in the paper-based or computer-based TOEFL tests.</i></p> <p><i>Exemptions can also be granted on a case-by-case basis to students who show proof that they are native speakers of English and to those who have successfully completed a master's degree majoring in English studies (e.g. Linguistics in English, English Literature, Teaching English as a Second Language, etc.).</i></p>
Precursors: (Course Code and Title)	Nil
Equivalent Courses: (Course Code and Title)	Nil
Exclusive Courses: (Course Code and Title)	Nil

Part II Course Details

1. Abstract

The course aims to prepare participants to undertake a limited teaching role with undergraduate and postgraduate students, and provides an introduction to the basic theoretical knowledge and practical skills required to begin teaching at university.

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)
1.	Describe the context for learning and teaching at City University of Hong Kong.	20%
2.	Apply Outcomes-Based Teaching and Learning (OBTL) approach in student learning.	30%
3.	Utilize eLearning tools in teaching.	20%
4.	Deliver a high quality teaching and learning activity.	30%

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

CILO No.	TLAs	Hours/week (if applicable)
CILO 1	Lecture, in-class discussion	
CILO 2	Lecture, in-class discussion	
CILO 3	Lecture, hands-on workshop	
CILO 4	Lecture, simulated teaching session	

4. Assessment Tasks/Activities (ATs)

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

CILO No.	Type of Assessment Tasks/Activities	Weighting (if applicable)	Remarks
CILO 1,2,4	Individual presentation (simulated teaching session with interactive TLA and assessment plan)	80%	
CILO 3	Participation in eLearning workshop	20%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Examination: Nil.

Coursework: 100%

Assessment Rubrics for individual presentation (simulated teaching session with interactive TLA and assessment plan)

Criteria	Fail	Adequate	Good	Excellent	Score
Content	<p>Intended Learning Outcomes (ILOs), Teaching & Learning Activities (TLAs) or Assessment Tasks (ATs) is/are not stated; content is erroneous or irrelevant.</p> <p>The audiences are not engaged or motivated to think and participate</p>	<p>Intended learning outcomes (ILOs), Teaching & Learning Activities (TLAs) and Assessment Tasks (ATs) are stated; content is accurate but not always relevant.</p> <p>The audiences are not engaged</p>	<p>Intended Learning Outcomes (ILOs), Teaching & Learning Activities (TLAs) and Assessment Tasks (ATs) are clearly stated; content is accurate and relevant.</p> <p>The audiences are engaged in the learning activities for achieving the intended learning outcomes.</p>	<p>Intended Learning Outcomes (ILOs), Teaching & Learning Activities (TLAs) and Assessment Tasks (ATs) are vividly stated; content is accurate, thorough, and directly on point;</p> <p>The audiences are engaged actively in the learning activities for achieving the intended learning outcomes.</p>	Score: /8
Organization	<p>Little or no structure present. Presentation is confusing to the audience; no logical sequence of ideas; frequently off topic.</p> <p>Presentation falls well outside set time parameters; ILOs, TLAs and ATs are presented in a wrong sequence and inappropriate proportion of time is allocated.</p>	<p>Identifiable structure is present but inconsistently executed; may contain several statements out of place and occasionally deviate from topic.</p> <p>Presentation falls slightly outside set time parameters; ILOs, TLAs and ATs are presented in a correct sequence but inappropriate proportion of time is allocated.</p>	<p>Identifiable structure is present and consistently executed with few statements out of place.</p> <p>Presentation meets set time parameters; ILOs, TLAs and ATs are presented in a correct sequence and appropriate proportion of time is allocated.</p>	<p>Identifiable structure is presented in a purposeful, interesting, and effective sequence and remains focused.</p> <p>Presentation makes full, effective use of time and stays within time parameters; ILOs, TLAs and ATs are presented in a correct sequence and good proportion of time is allocated</p>	Score: /4
Interaction with Students	<p>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.</p> <p>Teacher ignores or brushes aside students' questions or interests.</p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.</p> <p>Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.</p> <p>Teacher successfully accommodates students' questions or interests.</p>	<p>Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.</p> <p>Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.</p>	Score: /4
Language	<p>The student usually makes response-oriented and limited use of English and may minimally address some requirements of a simulated teaching activity. Responses contain many inaccuracies in vocabulary, grammar, and pronunciation.</p>	<p>The student has demonstrated that he or she can use English fluently in a simulated teaching activity, although frequently it may be strained, tentative or hesitant. It is adequately intelligible and grammatically correct and tends to be produced in the equivalent of short paragraphs, with evident use</p>	<p>The student has demonstrated a high degree fluency in a simulated teaching activity, although occasionally it may be strained, tentative or hesitant. They demonstrate sufficient accuracy, clarity, and precision to convey their intended message</p>	<p>The student is fully fluent and accurate with no demonstration of error patterns in basic structures, although she or he may make sporadic errors, particularly in less-used structures or in high-frequency,</p>	Score: /4

	<p>Frequent and extended self-corrections and hesitations or pauses occur as student tries to find adequate lexical and grammatical forms. Consistent errors in production and frequent breakdowns occur, resulting in limited intelligibility.</p> <p>Student may generate sentence-length utterances which are reactive in nature and can elicit simple information with different types of questions, but when tasked with performing a higher level function or topic obvious difficulty expressing and linking ideas and using appropriate verb tenses is evident.</p>	<p>of literal translations and self-corrections. The student can use different language functions but control of aspect and some grammatical structures may be weak.</p>	<p>without misrepresentation or confusion. Their speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement.</p>	<p>complex structures, but not distracting to a native interlocutor nor interfering with communication.</p>	
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Grading of Student Achievement: Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading pattern: Pass/Fail basis

In order to pass the course, a student has to attain 50% or above in the individual presentation (simulated teaching session with interactive TLA and assessment plan).