

**City University of Hong Kong**  
**Course Syllabus**

**offered by Department of English**  
**with effect from Semester A in 2023/24**

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**Part I Course Overview**

<b>Course Title:</b>	English Department Research Students' Seminar II
<b>Course Code:</b>	EN8002
<b>Course Duration:</b>	2 Semesters
<b>Credit Units:</b>	2
<b>Level:</b>	R8
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b>	NIL
<b>Precursors:</b>	EN8001 English Department Research Students' Seminar I
<b>Equivalent Courses:</b>	NIL
<b>Exclusive Courses:</b>	NIL

## Part II Course Details

### 1. Abstract

Post-graduate research degree students in the English Department are required to attend 10 research seminars held in the department to gain a wide and deep understanding of research methods and outcomes. Students are encouraged to participate in these seminars not only by attendance, but by contributing to the discussion session at the end of the presentations.

### 2. Course Intended Learning Outcomes (CILOs)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify and reflect on a further range of research theories in linguistics, professional communication, and other research areas not addressed in EN8001;		√	√	
2.	Identify and reflect on a further range of research methods in linguistics, professional communication, and other research areas not addressed in EN8001;		√	√	
3.	Apply and relate a further range of research theories to students' chosen areas of study;				√
4.	Apply and relate a further range of research methods to students' chosen areas of study.				√
		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)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
Attending Research Seminars	Students will attend a series of seminars to discover research theories in various research areas.	√	√	√	√			
	Students will attend a series of seminars to discover research methods in various research areas.	√	√	√	√			
	Students will explore research theories in various research areas through active discussions.	√	√	√	√			
	Students will explore research methods in various research areas through active discussions.	√	√	√	√			

	Students will reflect on their research studies and problems through attending a series of seminars.	√	√	√	√			
Completing a Reflective Essay	Students will complete a reflective essay to demonstrate how they can apply the knowledge gained from the seminars to their own research work.	√	√	√	√			

#### 4. Assessment Tasks/Activities (ATs)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Continuous Assessment: 100%							
<p>1. Research Seminars Attendance</p> <p>The course comprises a series of research seminars spreading over Semester A and Semester B of the same academic year, or over Semester B of one academic year and Semester A of the following academic year. In order to fulfil the coursework requirement, students must attend a total of 10 seminars.</p> <p>Students are free to choose the seminars according to their own interests and areas of study. They may also consult their supervisors for advice.</p> <p>Participation will be strictly monitored with the implementation of an attendance policy. An attendance record will be given to students prior to the commencement of the course. Students who attend a research seminar must request the speaker to sign the attendance record at the end of the seminar.</p>	√	√	√	√			No particular weighting is assigned to research seminars attendance. Attendance at no less than 10 seminars is compulsory for the completion of the course. Failure to do so will result in a Failing grade for the whole course.
<p>2. Reflective Essay</p> <p>Students are required to complete a reflective essay of about 1500 words to</p>	√	√	√	√		100%	

demonstrate their engagement with research seminars. They will reflect on the seminars attended and show how they can apply the knowledge gained from the seminars to their own research.								
Examination: N/A % (duration: _____, if applicable)								

100%

Students may also request transfer credit for research seminars they wish to attend outside of the EN Department.

## 5. Assessment Rubrics

Applicable to students admitted in Semester A 2022/23 and thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Reflective Essay	Content	The student demonstrates an excellent understanding of the seminars attended and is able to critique them in a manner which demonstrates good insights into the topics or research methods. The student is also able to relate some of the seminars directly to their own research.	The student demonstrates a good understanding of the seminars attended and is able, within limits, to show some good insights into the topics of research methods. The student is also able to relate some of the information from the seminar talks to their own research.	The student demonstrates a limited capacity to understand the seminars attended and is only able to show some capacity to relate the information in the talks to their own research.	The essay presented does not meet the academic standards of showing an awareness of others' research or what can be learned from others' research.

Assessment will be on a Pass/Fail basis. A student taking the course will be awarded PASS if he/she has attended at least 10 seminars in the two semesters and has submitted a reflective essay of passing standards. A student taking the course will be awarded FAIL if he/she has attended less than 10 seminars in the two semesters or if he/she has not submitted a reflective essay of passing standards. The assessment rubric for the reflective essay is for internal purposes only.

Applicable to students admitted before Semester A 2022/23

	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Reflective Essay	Content	The student demonstrates an excellent understanding of the seminars attended and is able to critique them in a manner which demonstrates good insights into the topics or research methods. The student is also able to relate some of the seminars directly to their own research.	The student demonstrates a good understanding of the seminars attended and is able to show some good insights into the topics of research methods. The student is also able to relate some of the information from the seminar talks to their own research.	The student demonstrates a reasonable understanding of the seminars attended and is able, within limits, to show some good insights into the topics of research methods. The student is also able to relate some of the information from the seminar talks to their own research.	The student demonstrates a limited capacity to understand the seminars attended and is only able to show some capacity to relate the information in the talks to their own research.	The essay presented does not meet the academic standards of showing an awareness of others' research or what can be learned from others' research.

**Assessment will be on a Pass/Fail basis.** A student taking the course will be awarded PASS if he/she has attended at least 10 seminars in the two semesters and has submitted a reflective essay of passing standards. A student taking the course will be awarded FAIL if he/she has attended less than 10 seminars in the two semesters or if he/she has not submitted a reflective essay of passing standards. The assessment rubric for the reflective essay is for internal purposes only.

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

#### **1. Keyword Syllabus**

There is no fixed syllabus for the course. Research seminars on different topics with various focuses and objectives will be organized.

##### **Examples of Areas of Focus**

- English for Professional Communication
- Teaching English as a Second/Foreign Language
- Bilingual Education
- English for Specific Purposes
- English for Academic Purposes
- English Literature
- Cultural Studies
- Corpus Linguistics
- Genre Analysis
- Cross-cultural Studies
- Language and Law
- Forensic Linguistics
- Second Language Acquisition
- Pragmatics
- Critical Discourse Analysis
- Language Policy and Planning

##### **Examples of Research Methods**

- Qualitative Research
- Quantitative Research
- Ethnographic Research
- Questionnaire
- Focus Group Interview
- Individual Interview
- Participant Observation
- Survey
- Case Study

#### **2. Reading List**

Reading lists and online resources will be recommended by the speakers when necessary.

##### **2.1 Compulsory Readings**

##### **2.2 Additional Readings**