

**City University of Hong Kong
Course Syllabus**

**offered by the Department of English
with effect from Semester A 2017 / 2018**

Part I Course Overview

Course Title: English for the Medium of Instruction

Course Code: SG8002

Course Duration: 6 weeks (2 hours/week tutorial; 1 hour week/language lab)

Credit Units: 1

Level: 8

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: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

The course aims to provide students with the language skills they will need for English for the Medium of Instruction (EMI). The course aims to guide students towards fluent, correct, and intelligible speech while showing them functions of English needed for teaching in various academic settings (e.g., classrooms, laboratories, and consultation hours) and strategies for continual maintenance of gains made in their English proficiency.

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	with adequate fluency in English;	20%	✓	✓	✓
2	with adequate grammatical precision and register appropriateness;	20%	✓	✓	✓
3	with adequate command of prosodic features of English;	20%	✓	✓	✓
4	With appropriate command of lexis and communicative functions necessary for teaching in their general discipline area.	20%	✓	✓	✓
5	They will also be able to hold coherent, sustained academic discussion with their students on matters within their general discipline area.	20%	✓	✓	✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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	5		
Interactive tutorials	<ul style="list-style-type: none"> Teacher fronted presentation of materials Pair work and small group discussions Impromptu speaking Simulated teaching practice Guided listening and speaking activities Guided language corpora activities Guided strategies training 	✓	✓	✓	✓	✓		2 hours x 6 weeks = 12
		✓	✓	✓	✓	✓		
Language lab activities	<ul style="list-style-type: none"> Independent language tasks 	✓	✓	✓	✓	✓		1 hour x 6 weeks = 6

4. Assessment Tasks/Activities (ATs)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4	5			
Continuous Assessment: 100%								
Oral Proficiency and EMI Teaching Demonstration	✓	✓	✓	✓	✓		100%	
							100%	

* The weightings should add up to 100%.

5. Assessment Rubrics

Grading pattern: Pass (P) and Fail (F). Grading is based on student performance in the Oral Proficiency and EMI Teaching Demonstration.

Letter Grade	Grading Criteria
P	The student has, at a minimum, demonstrated that he or she can use English fluently in a simulated teaching activity, although frequently it may be strained, tentative or hesitant. Formal and informal conversation is adequately intelligible and grammatically accurate on different concrete topics of personal relevance. Speech tends to be produced in the equivalent of short paragraphs, with evident use of literal translations and self-corrections. The student can use different language functions but control of aspect and some grammatical structures may be weak. When performing higher level functions, linguistic production often drops in terms of quantity and quality of discourse.
F	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. 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. Conversation in simple social situations on concrete and predictable topics related to personal and social topics can be sustained. 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.

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

1. Keyword Syllabus

English as the Medium of Instruction discourse; academic consultations; academic discourse fluency, intelligibility, correctness, and appropriateness.

2. Reading List

2.1 Compulsory Readings

1.	Bradford, B.(1988). Intonation in Context. Cambridge: CUP.
2.	Campbell, E. (1995). ESL Resource Book for Engineers and Scientists. NY: Wiley.
3.	Carpenter, E. (1993) Collins English Guides 4: Confusable Words. Glasgow: HarperCollins.
4.	Vince, M. (2008). MacMillan English Grammar in Context Advanced. Oxford: Macmillan

2.2 Additional Readings (Online resources)

Dictionaries

1.	Brown University Chemistry Language https://wiki.brown.edu/confluence/display/CHEM/Chemistry+Language
2.	Iowa State University - Phonetics of American English. http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html
3.	Longman Dictionary of Contemporary English. http://www.ldoceonline.com/
4.	MacMillan Dictionary and Thesaurus http://www.macmillandictionary.com/
5.	Merriam Webster Dictionary Online http://www.merriam-webster.com/
6.	Michigan State University Technical Terms http://tap.msu.edu/team/resources/

Corpora (authentic language data)

7.	British National Corpus (BNC) http://www.natcorp.ox.ac.uk/
8.	Michigan Corpus of Academic Spoken English (MICASE)