

**City University of Hong Kong
Course Syllabus**

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

Part I Course Overview

Course Title: English on the Move

Course Code: EN2011

Course Duration: One Semester

Credit Units: 3 credits

Level: B2

Arts and Humanities

Proposed Area:
(for GE courses only)

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) CLA1402 Re-imaging English

Exclusive Courses:
(Course Code and Title) None

Part II Course Details

1. Abstract

(A 150-word description about the course)

This course introduces a number of critical perspectives on the English language and gives students an opportunity to explore how the language has developed historically, spread globally, and undergone transformations in relation to technology and different media forms. As students explore how English has ‘moved’ in these various ways they will come to appreciate the utility and versatility of the English language and develop an increased awareness of their own creative potential. 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.	Understand how the English language has developed and is currently used in diverse global locations		v	v	
2.	Analyse language use in various social contexts		v	v	
3.	Interpret texts in English, including literature, music, film, and digital media.		v	v	v
4.	Apply critical reading, thinking, and writing skills by producing articulate and focused responses to course materials.		v	v	v
		100%			

* If weighting is assigned to CILOs, they should add up to 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			
Interactive lecturing and discussion	Each week students will be introduced to topics and will be encouraged to discuss and analyse them in pairs and in groups	v	v	v				
In-class focused reading	Group activities will allow students to better understand required texts through dialogue and discussion.	v	v	v				

Peer review and in-class writing	Students share writing and perform in-class writing on topics related to their own areas of interest. Activities include brainstorming, free writing, and peer review.	v	v	v	v			
Presentations and sharing	Students present and share their work with the class.	v	v	v	v			

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				
Continuous Assessment: <u>100</u> %								
Presentation: students evaluate English as it used in within a particular global location	v	v	v	v			30%	Group Work
Response Essays: Students will write two essays on the topic 'English on the Move'. Each response essay is worth 30% (1500 words each)	v	v	v	v			60%	Individual Work
Participation: Students are expected to contribute to in-class discussions and complete short writing exercises and to demonstrate understanding of relevant materials.	v	v	v	v			10%	Individual Work
Final Examination: nil								
							100%	

* The weightings should add up to 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. Response Essays	Content and Interpretation; organisation; language	Demonstrates creative and original thought; shows thorough understanding of relevant topics; a very effective structure and focus of discussion is very clear; excellent language	Demonstrates some thoughtful ideas; shows good understanding of relevant topics; an effective structure and a clear focus; show good language skills	Shows fairly good understanding of relevant topics, but ideas may not be original; structure is evident and focus of discussion can be identified; shows adequate language skills	Shows some misunderstanding of relevant topics; some problems with structure but focus of discussion is weak; shows rather weak language skills	Shows minimal understanding of relevant topics; structure is confusing and focus of discussion cannot be identified; shows very weak language skills
2. Presentation	Content; organisation; language	Content of presentation is very informative with excellent attention to detail and abundant references to suitable sources. Rhetorical organization is highly effective and language is clear, precise and free of grammatical errors. All group members have participated equally in the writing process.	Content of presentation is informative with some attention to detail and adequate references to suitable sources. Rhetorical organization is effective and language is mostly clear, precise and few grammatical errors. All group members have participated equally in the writing process.	Content of presentation is informative but not very detailed and there are some references to sources. Rhetorical organization is satisfactory and language is partly clear, with some grammatical errors. Not all group members have participated in the writing process.	Content of presentation is significantly lacking in detail. Rhetorical organization is weak and language is generally unclear. It is unclear how all group members have participated in the writing process.	Content of presentation is neither informative nor detailed and there are few or no references to sources. Style is neither genre appropriate nor interesting and/or lacks objectivity. Rhetorical organization is poor and language is unclear, with numerous grammatical errors. Not all group members have participated in the writing process.
3 Participation	Participation in in-class activities (such as group discussion and	Makes significant contribution to in-class discussion and completes writing	Makes occasional contribution to in-class group discussion and	Seldom makes contribution to in-class group discussion;	Little evidence of participation in class; completes very few in-class writing tasks	Fails to sufficiently participate in in-class activities (including discussion and

	writing tasks)	tasks satisfactorily.	completes the writing tasks satisfactorily.	completes most of the in-class writing tasks		writing)
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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 as a global language, world literature in English, English and society, History of English

2. Reading List

2.1 Compulsory Readings

(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.)

1.	Selections of Adichie, Chimamanda Ngozi. <i>One World: A Global Anthology of Short Stories</i> . New Internationalist, 2009.
2.	Selections of Jenkins, Jennifer (2003), <i>World Englishes: A Resource Book for Students</i> . Routledge,.
3.	Selections from Viney, Brigit, (2008) <i>The History of the English Language</i> . Oxford University Press,.

2.2 Additional Readings

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

1.	Culpeper, J., Short, M., & Verdonk, P. (1998). <i>Exploring the language of drama: From text to context</i> (1st ed.). Routledge.
2.	Pavis, P. (2003). <i>Analyzing performance: theater, dance, and film</i> . University of Michigan Press.
3.	Xu Xi. (2010). <i>Fifty-Fifty: New Hong Kong writing</i> (1st ed.). Haven Books.
4.	Selections of Kachru, B. B. (1992). <i>The other tongue: English across cultures</i> (2nd ed.). University of Illinois Press.