

EN2011: ENGLISH ON THE MOVE

Effective Term

Semester A 2025/26

Part I Course Overview

Course Title

English on the Move

Subject Code

EN - English

Course Number

2011

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

CLA1402 Re-imaging English

Exclusive Courses

Nil

Part II Course Details

Abstract

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 understand and be able to discuss 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.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Describe how the English language has developed and is currently used in diverse global locations	x	x	
2	Analyse language use in various social contexts	x	x	
3	Interpret texts in English, including literature, music, film, and digital media.	x	x	x
4	Apply critical reading, thinking, and writing skills by producing articulate and focused responses to course materials.	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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Interactive lecturing and discussion	Each week students will discuss topics and texts introduced in class in groups and in response to questions raised by the instructor in class.	1, 2, 3, 4
2	In-class focused reading and discussion activities	Students will acquire reading and analytical skills through group activities and guided reading questions.	1, 2, 3, 4

3	In-class reflective and analytical writing	Students will demonstrate their analytical and critical writing skills through composing written responses throughout the course.	1, 2, 3, 4	
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Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?	
1	Group Presentation: In groups of 5-6, students apply one or more of the concepts or methods introduced in the course to analysing a specific topic or problem pertaining to the main thematic areas of the course. The group will report their work in an oral presentation.	1, 2, 3, 4	30	Group Work	No
2	In-class test: Students answer a selection of questions related to the content of the course.	1, 2, 3, 4	30	Individual Work	No
3	Response essay: Students will write an essay in response to a set task or question related to the course (approximately 1,000 words).	1, 2, 3, 4	30	Individual Work	No

4	Participation: Assessment is based on active participation in different activities on the course, including for example in-class discussion activities and online forums	1, 2, 3, 4	10	Individual Work. GenAI will be permitted for certain brainstorming, outlining, and other formative activities facilitated by the course teacher	Yes
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Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

Group Presentation

Criterion

Content and interpretation;organisation;language

Excellent (A+, A, A-)

Demonstrates creative and original thought; shows thorough understanding of relevant topics; there is evidence of in-depth reading; a very effective structure and focus of discussion; excellent use of language (including to maintain group dynamics)

Good (B+, B, B-)

Demonstrates some creative and original thought; shows good understanding of relevant topics, though not always detailed or well-developed; there is some evidence of reading but may not have been wide or in-depth and might not always be well-contextualised; there is an effective structure and focus of discussion; good use of language (including to maintain group dynamics)

Fair (C+, C, C-)

Demonstrates little creative and original thought; shows some understanding of relevant topics (though patchy and weak); there is little evidence of reading, and/or the literature consulted is only marginally relevant and not well contextualised; the structure and focus of discussion are not very clear or effective; language use is adequate but problematic/careless in parts (including to maintain group dynamics)

Marginal (D)

Shows minimal understanding of relevant topics; there are problems with structure; the focus of discussion is weak; shows poor and/or careless language skills (and group dynamics are mostly absent)

Failure (F)

Shows misunderstanding of relevant topics; structure is confusing and focus of discussion cannot be identified; shows very weak language skills (and group dynamics are absent)

Assessment Task

In-class Test

Criterion

Correctness of answers to test questions

Excellent (A+, A, A-)

Demonstrates excellent understanding of the subject matter through excellent language use.

Good (B+, B, B-)

Demonstrates good understanding of the subject matter, although not always. Language use is generally good.

Fair (C+, C, C-)

Demonstrates adequate understanding of the main issues and adequate language use; both understanding and language use may be problematic in parts

Marginal (D)

Demonstrates limited understanding of the subject matter and can only recall a limited amount of content, language use is weak

Failure (F)

Has not answered enough questions to demonstrate an understanding of the main issues; and/or any understanding is barely expressed.

Assessment Task

Response Essay

Criterion

Content and understanding; organisation; written language

Excellent (A+, A, A-)

Demonstrates creative and original thought; shows thorough understanding of relevant topics; has engaged with set texts in-depth and identified highly relevant wider literature; has a very effective structure and focus of discussion is very clear; excellent written language

Good (B+, B, B-)

Demonstrates some creative and original thought; shows mostly good understanding of relevant topics; has engaged with set texts in some depth and identified wider literature that seems relevant to a good extent; has a very effective structure and focus of discussion is very clear; very good/good written language.

Fair (C+, C, C-)

Demonstrates little creative and original thought; shows some understanding of relevant topics though patchy and weak or confused; there is little evidence of reading, and/or the literature consulted is only marginally relevant and not well contextualised; the structure and focus of the text are not very clear or effective (including paragraph structure); language use is adequate in parts but problematic/careless in others

Marginal (D)

Shows minimal understanding of relevant topics; there are major problems with structure; the focus of the essay is very weak or difficult to discern; shows poor and/or careless language skills

Failure (F)

Shows misunderstanding of relevant topics or of the task; structure and focus cannot be identified; shows very weak language skills

Assessment Task

Participation**Criterion**

Participation in in-class activities (such as group discussion and writing tasks)

Excellent (A+, A, A-)

Makes significant contribution to in-class discussions and activities; contributions are always excellent

Good (B+, B, B-)

Makes frequent or occasional contribution to in-class group discussions and activities; contributions are often very good

Fair (C+, C, C-)

Seldom makes contribution to in-class group discussions and activities; contributions can lack quality e.g. details and development

Marginal (D)

Little evidence of participation in class discussions and activities; any contributions are minimal or ineffective

Failure (F)

Does not participate in the in-class discussions and activities

Part III Other Information**Keyword Syllabus**

English as a global language, world literature in English, English and society, History of English

Reading List**Compulsory Readings**

	Title
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,.
4	Selections from Blommaert, Jan (2010). <i>The sociolinguistic of globalisation</i> . Cambridge University Press.
5	Any readings specified each week as compulsory

Additional Readings

	Title
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.