

**City University of Hong Kong  
Course Syllabus**

**offered by Department of English  
with effect from Semester A 2016/2017**

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**Part I Course Overview**

**Course Title:** World Englishes

**Course Code:** EN2323

**Course Duration:** One Semester

**Credit Units:** 3 credits

**Level:** B2

**Proposed Area:**  Arts and Humanities  
(for GE courses only)  Study of Societies, Social and Business Organisations  
 Science and Technology

**Medium of Instruction:** English

**Medium of Assessment:** English

**Prerequisites:** None  
(Course Code and Title)

**Precursors:** None  
(Course Code and Title)

**Equivalent Courses:** None  
(Course Code and Title)

**Exclusive Courses:** None  
(Course Code and Title)

## Part II Course Details

### 1. Abstract

*(A 150-word description about the course)*

This course aims to raise students' consciousness to socio-political, cultural, economic and ethical aspects of the global spread of English and to the implications of its use for professional communication. The topics covered will equip students with the basic, critical concepts needed to examine the pros and cons of the internationalisation of English, especially in professional contexts worldwide. This in turn will encourage students to reflect on the status, functions, and features of English in Hong Kong, in order to increase their understanding of the role of English in Hong Kong community.

### 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*<br>(if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) |    |    |
|-----|--|-------------------------------|---|----|----|
|     |  |                               | A1  | A2 | A3 |
| 1.  | Discover and understand issues related to the current status of English as a global language, and the emergence and development of World Englishes in many societies throughout the world. | 30%                           | ✓   | ✓  |    |
| 2.  | Analyse and discover the unique features of different varieties of English throughout the world, with particular reference to English in Asia and English in Hong Kong.                    | 30%                           | ✓   | ✓  | ✓  |
| 3.  | Conduct research leading to the discovery of some aspect of the role of English in Hong Kong, with particular reference to the description of Hong Kong English.                           | 40%                           | ✓   | ✓  | ✓  |
|     |  | 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  | CILOS |   |   | Hours/week<br>(if applicable) |
|--|--|-------|---|---|-------------------------------|
|  |  | 1     | 2 | 3 |                               |
| <b>Attending lectures and tutorials, and participating</b> | Weekly sessions will consist of lectures (2 hr) and tutorial (1hr) | ✓     | ✓ |   | 3                             |

|                             |   |   |  |   |             |
|-----------------------------|---|---|--|---|-------------|
| <b>in class activities:</b> | with multimedia materials including class pair/group activities related to issues raised in the lectures. Lectures and tutorials are designed to help students grasp key critical concepts and apply their newly acquired knowledge to address issues concerning use of English in global and local contexts. Students will be placed in a group of 4-5 in the first tutorial and then can optionally regroup in Week 6 and in Week 10 for the Group Project. |   |  |   |             |
| <b>Readings:</b>            | Key readings are provided in the course text, 2 per chapter. Students will be required to complete the text reading during the week preceding the lecture on a chapter and its readings, and to be prepared for questions and answers and discussion according to the readings and Professor notes provided.  | ✓ |  | ✓ | 2           |
| <b>Group Project:</b>       | Students will work in a group to identify a context in which English is used in Hong Kong and carry out small-scale research project, and present their findings to their classmates.   |   |  | ✓ | 4 hrs/4 wks |

#### 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 |  |  |  |            |         |
| Continuous Assessment: _100_ %                          |          |   |   |  |  |  |            |         |
| <b>Participation in class activities</b>                | ✓        | ✓ | ✓ |  |  |  | 40%        |         |
| Attending classes and participation in class activities |          |   |   |  |  |  |            |         |

|   |   |   |   |  |  |  |  |      |
|---|---|---|---|--|--|--|--|------|
| is central to the course. Oral participation and written responses are counted.   |   |   |   |  |  |  |  |      |
| <b>Group Project:</b><br>Students will carry out a small-scale research project on English in one context in Hong Kong, present findings and conclusions to classmates and hand in all audio visual and hardcopy materials. | ✓ | ✓ | ✓ |  |  |  | 25%  |      |
| <b>Research Essay:</b><br>Students will critically evaluate the status of English in Hong Kong referring to course readings and any additional reading or research the student undertakes.                                  | ✓ | ✓ | ✓ |  |  |  | 35%  |      |
|   |   |   |   |  |  |  | <i>* The weightings should add up to 100%.</i> | 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<br>(A+, A, A-) | Good<br>(B+, B, B-) | Adequate<br>(C+, C, C-) | Marginal<br>(D) | Failure<br>(F) |
|-----------------|-----------|--------------------------|---------------------|-------------------------|-----------------|----------------|
|-----------------|-----------|--------------------------|---------------------|-------------------------|-----------------|----------------|

|  |   |   |  |  |  |   |
|--|---|---|--|--|--|---|
| <b>Participation and in class activities</b> | Participation in in-class activities (such as group discussion and writing tasks) | Makes significant contribution to in-class discussion and completes writing tasks satisfactorily. | Makes occasional contribution to in-class group discussion and completes the writing tasks satisfactorily. | Seldom makes contribution to in-class group discussion; completes most of the in-class writing tasks | 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) |
|--|---|---|--|--|--|---|

| Assessment Task | Criterion | Excellent<br>(A+, A, A-) | Good<br>(B+, B, B-) | Adequate<br>(C+, C, C-) | Marginal<br>(D) | Failure<br>(F) |
|-----------------|-----------|--------------------------|---------------------|-------------------------|-----------------|----------------|
|-----------------|-----------|--------------------------|---------------------|-------------------------|-----------------|----------------|

|                           |                    |   |  |   |   |  |
|---------------------------|--------------------|---|--|---|---|--|
| <b>Group Presentation</b> | Content (20 marks) | The case is extremely well-presented and is extremely well analysed;<br>All relevant information is excellently covered;<br>The purpose of analysing and presenting the case material is completely | The case is competently presented and is very well analysed;<br>The information is sufficiently covered;<br>The purpose of analysing and presenting the case material is achieved. | The case is adequately presented and is analysed reasonably well;<br>Only part of the information is covered;<br>The purpose of analysing and presenting the case material is partially achieved. | The case is sketchily presented and analysed inadequately presented;<br>Only limited data is included;<br>The purpose of analysing and presenting the case material is not fully achieved at all. | The case is highly inadequate in its presentation and is very badly analysed;<br>Very limited or inaccurate data is included;<br>The purpose of analysing and presenting the case material is not achieved in any way. |
|---------------------------|--------------------|---|--|---|---|--|

|  |                               |  |   |  |   |  |
|--|-------------------------------|--|---|--|---|--|
|  | Language and style (10 marks) | <p>achieved.</p> <p>Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is highly accurate, with <b>80%-100%</b> accuracy; Use of vocabulary is very concise, precise and varied; Style is highly appropriate.</p> | <p>Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is accurate, with <b>65%-79%</b> accuracy; Use of vocabulary is concise, precise and varied; Style is appropriate.</p> | <p>Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is somewhat accurate, with <b>50%-64%</b> accuracy; Use of vocabulary is somewhat concise, precise and varied; Style is somewhat appropriate.</p> | <p>Language (sentence structure, grammar -- tenses, articles, prepositions, etc.) is inaccurate, with <b>40%-49%</b> accuracy; exhibit a great deal of residual and editorial problems. Use of vocabulary is limited and repetitive Style is generally inappropriate.</p> | <p>Language (sentence structure, grammar -- tenses, articles, prepositions etc.) is very inaccurate, <b>below 39%</b> accuracy; exhibit very serious of residual and editorial problems. Use of vocabulary is not concise, varied, and incomprehensible; Style is totally inappropriate.</p> |
|--|-------------------------------|--|---|--|---|--|

| Assessment Task       | Criterion                 | Excellent (A+, A, A-)  | Good (B+, B, B-)   | Adequate (C+, C, C-)                 | Marginal (D)   | Failure (F)   |
|-----------------------|---------------------------|--|--|--------------------------------------|--|---|
| <b>Research Essay</b> | Organization and Cohesion | <p>The organization between sentences, paragraphs, and ideas is effective and smooth.</p> <p>The writing is cohesive and</p> | <p>Organization supports thesis.</p> <p>Transitions between ideas are clear and functional. There is a sense of progression as the</p> | <p>Elements of Marginal and Good</p> | <p>Some signs of logical organization. May have abrupt or illogical shifts and ineffective flow of ideas. Generally very choppy.</p> | <p>Ideas are not clearly contextualized.</p> <p>Unclear organization.</p> |

|  |   |  |  |  |  |   |
|--|---|--|--|--|--|---|
|  |   | logically organized.   | argument unfolds.  |  |  |   |
|  | Clarity and Precision of Language               | Language is used effectively and with a high level of precision.   | Almost all sentences are error free. There is a sense of precision in word choice. The writer successfully uses complex sentence structures to convey ideas. | Some minor mistakes remain but these do not confuse the reader or impede meaning. The writer attempts to use complex grammatical patterns to convey ideas. | Many sentences have mistakes, which causes strain for the reader. The meaning is sometimes distorted or unclear. | There are several mistakes in grammar and word choice, often impeding communication and causing severe strain for the reader. |
|  | Argumentation                                   | The essay contains well thought-out ideas that are clearly expressed, original, and supported.                 | Thesis and purpose are clear and appropriate for the writing task. There is a sense of originality in the purpose.   | Elements of Marginal and Good  | Thesis and argument are vague or only loosely related to the writing task.                                       | Reader cannot determine thesis & purpose OR thesis has no relation to the writing task  |
|  | Research and engagement with the relevant texts | Shows a deep understanding of the relevant texts.<br><br>Sophisticated reading/interpretative skills apparent. | The discussion of the primary texts is sufficiently detailed. There is a sense of the writer interpreting the text.  | Elements of Marginal and Good  | Some discussion of the relevant texts, but mostly in general and broad terms. Lacks details.                     | Very little if any engagement with the primary texts  |

### **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.)*

Global spread of English, English as an international language, English as lingua franca, World Englishes, Standards of English usage, English in advertising, commerce, trade, and media, New varieties of English, American English, British English

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

##### **2.1 Compulsory Readings** (tentative list)

*(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.)*

*Course Textbook:*

*Philip Seargeant and Joan Swann (eds.) (2012) English in the World: History, Diversity, Change. Abingdon and Milton Keynes: Routledge and the Open University. Available in paperback, hardback, or ebook.*

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

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

The Professor will provide notes on each chapter of the course text in Word format so students can add in their own further points from the book and/or the lecture and tutorial to build up their notes for study and review.

