

City University of Hong Kong

**Information on a Course  
offered by Department of English  
with effect from Semester B in 2011 / 2012**

This form is for the completion by the Course Co-ordinator. The information provided on this form will be deemed to be the official record of the details of the course. It has multipurpose use: for the University's database, and for publishing in various University publications including the Blackboard, and documents for students and others as necessary.

Please refer to the Explanatory Notes attached to this Form on the various items of information required.

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**Part I**

Course Title:	Advanced Speaking and Listening Skills
Course Code:	EN2408
Course Duration:	1 semester
Credit Units:	3
Level:	B3
Medium of instruction:	English
Prerequisites:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

**Part II**

**1. Course Aims**

This course is designed to develop students' spoken accuracy and fluency in English as well as their active listening skills. Students will develop and practice their skills of active listening and spoken interaction in simulated settings relevant to their current study and future workplace contexts.

## 2. Course Intended Learning Outcomes (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)*

Upon successful completion of this course, students should be able to:

No	CILOs	Weighting (if applicable)
1.	Comprehend and speak clear, fluent and idiomatic English in a range of settings and speech events, aided by theoretical knowledge	
2.	Use a wide range of second language listening and speaking strategies	
3.	Cope with English speakers (both native and non-native) with different accents	
4.	Recognize how the different elements of English pronunciation function (or do not function) in native and non-native speech and understand how to avoid pronunciation features that can cause communication problems	
5.	Apply basic/foundational concepts and theories as they relate to clear speaking and effective listening	

## 3. Teaching and Learning Activities (TLAs)

*(designed to facilitate students' achievement of the CILOs - Some TLAs may address more than one CILO.)*

The following list of TLAs is indicative and final details will be provided to students in the first week of attendance.

CILO No.	TLAs	Weeks
1-5	Participating in group discussions	1-4
1-5	Giving and receiving coaching in a variety of role-play situations relevant to academic and workplace settings	5-8
1-5	Participating in one-to-one simulated job interviews	9-13
1-5	Self-reflecting on own learning in the target skills across the semester and formulating a simple self-directed learning plan for further self-development after the course	Throughout semester

The above activities will be implemented in tutorial and/or workshop format, drawing upon custom-designed course materials and multi-modal resources on relevant theories of effective speaking and listening in workplace and/or social settings.

#### 4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs –Some assessment tasks/activities may address more than one CILO.)

CILO No	Type of assessment tasks/activities	Weighting	Remarks
1 to 5	<b>Group Discussion</b> Students will apply skills of spoken group interaction in the setting of a formal group discussion	15%	Groupwork, Individual assessment
1 to 5	<b>Coaching Role Play</b> Students will engage in a role play in which they will lead a one-to-one coaching session for a peer with a simulated coaching need	25%	Pairwork, Individual assessment
1 to 5	<b>Simulated Job Interview</b> Students will attend a short simulated one-to-one job interview	25%	Individual work, Individual assessment
1 to 5	<b>Self-Reflection and Learning Plan</b> Students will submit a written self-reflection assignment detailing their learning progress across this semester, and developing a realistic post-course learning plan for further skills development	20%	Individual work, Individual assessment
1 to 5	<b>Attendance &amp; Participation</b> Assessment is based on students' class attendance, punctuality for class, willingness to use English, learning attitude, peer learning support, and participation in class & group activities	15%	Ongoing throughout semester

#### 5. Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations (Attachment) and to the Explanatory Notes.

Grading pattern: Standard (A+, A, A-....F). Grading is based on student performance in assessment tasks/activities.

### Part III

#### Keyword Syllabus

Face-to-face communication, spoken communication skills, group discussion, interpersonal interaction, active listening, coaching, job interviews

## **Course Textbook**

No single textbook. Materials will be provided.

### **Returned by:**

Name: Jane Chee Ling Tsoi

Tel: 3442 7437

Department: English

Date: 20 December 2011

EN2408: Group Discussion: (15%)

Name: \_\_\_\_\_

Tut No: \_\_\_\_\_

Overall Grade: \_\_\_\_\_

Assessment Category	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
<b>Content and Organization (30%)</b>					
<b>Content and Organization</b>	Presentation of ideas very clear, organised constructive and persuasive	Presentation of ideas largely clear, organised constructive and persuasive	Presentation of ideas not always clear, organised constructive and persuasive	Presentation of ideas mostly unclear, unconstructive, disorganised or not persuasive	Presentation of ideas totally unclear, unconstructive, disorganised and unable to persuasive
<b>Non-verbal Interaction Skills (35%)</b>					
<b>Proactive Contribution</b>	Completely adequate proactive contribution	Mostly adequate proactive contribution	Proactive contribution not always adequate	Proactive contribution mostly inadequate	Proactive contribution completely inadequate
<b>Non-verbal Interaction</b>	Very effective and natural non-verbal interaction:  <ul style="list-style-type: none"> <li>- Active listening</li> <li>- Turn-taking</li> <li>- Non-verbal attentiveness, politeness, confidence and collaboration</li> </ul>	Mostly effective and natural non-verbal interaction:  <ul style="list-style-type: none"> <li>- Active listening</li> <li>- Turn-taking</li> <li>- Non-verbal attentiveness, politeness, confidence and collaboration</li> </ul>	Non-verbal interaction not always effective or natural:  <ul style="list-style-type: none"> <li>- Active listening</li> <li>- Turn-taking</li> <li>- Non-verbal attentiveness, politeness, confidence and collaboration</li> </ul>	Non-verbal interaction mostly ineffective or unnatural:  <ul style="list-style-type: none"> <li>- Active listening</li> <li>- Turn-taking</li> <li>- Non-verbal attentiveness, politeness, confidence and collaboration</li> </ul>	Ineffective and unnatural non-verbal interaction throughout:  <ul style="list-style-type: none"> <li>- Active listening</li> <li>- Turn-taking</li> <li>- Non-verbal attentiveness, politeness, confidence and collaboration</li> </ul>

Assessment Category	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
<b>Spoken Interaction Skills (35%)</b>					
<b>Discourse Functions</b>	<p>Excellent use of discourse functions to:</p> <ul style="list-style-type: none"> <li>- initiate / guide / close discussion</li> <li>- encourage participation</li> <li>- introduce / transition between ideas</li> <li>- build on / respond to others' ideas</li> </ul>	<p>Few problems with use of discourse functions to:</p> <ul style="list-style-type: none"> <li>- initiate / guide / close discussion</li> <li>- encourage participation</li> <li>- introduce / transition between ideas</li> <li>- build on / respond to others' ideas</li> </ul>	<p>Some problems with use of discourse functions to:</p> <ul style="list-style-type: none"> <li>- initiate / guide / close discussion</li> <li>- encourage participation</li> <li>- introduce / transition between ideas</li> <li>- build on / respond to others' ideas</li> </ul>	<p>Many problems with use of discourse functions to:</p> <ul style="list-style-type: none"> <li>- initiate / guide / close discussion</li> <li>- encourage participation</li> <li>- introduce / transition between ideas</li> <li>- build on / respond to others' ideas</li> </ul>	<p>Problems with discourse functions throughout the discussion to:</p> <ul style="list-style-type: none"> <li>- initiate / guide / close discussion</li> <li>- encourage participation</li> <li>- introduce / transition between ideas</li> <li>- build on / respond to others' ideas</li> </ul>
<b>Language Accuracy / Delivery</b>	<p>Excellent use and delivery of language:</p> <ul style="list-style-type: none"> <li>- grammar and word choice</li> <li>- pronunciation</li> <li>- fluency</li> <li>- stress and intonation</li> <li>- pace and volume</li> </ul>	<p>Mostly effective use and delivery of language:</p> <ul style="list-style-type: none"> <li>- grammar and word choice</li> <li>- pronunciation</li> <li>- fluency</li> <li>- stress and intonation</li> <li>- pace and volume</li> </ul>	<p>Some problems with use and delivery of language:</p> <ul style="list-style-type: none"> <li>- grammar and word choice</li> <li>- pronunciation</li> <li>- fluency</li> <li>- stress and intonation</li> <li>- pace and volume</li> </ul>	<p>Many problems with use and delivery of language:</p> <ul style="list-style-type: none"> <li>- grammar and word choice</li> <li>- pronunciation</li> <li>- fluency</li> <li>- stress and intonation</li> <li>- pace and volume</li> </ul>	<p>Problems with use and delivery render language incomprehensible:</p> <ul style="list-style-type: none"> <li>- grammar and word choice</li> <li>- pronunciation</li> <li>- fluency</li> <li>- stress and intonation</li> <li>- pace and volume</li> </ul>

EN2408: Coaching Role Play: (25%)

Name: \_\_\_\_\_

Tut No: \_\_\_\_\_

Overall Grade: \_\_\_\_\_

Items to be assessed	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
<b>Adherence to Coaching Plan 20%</b>	Very effective adherence to coaching plan <ul style="list-style-type: none"> <li>- set goals</li> <li>- understand situation</li> <li>- explore options</li> <li>- develop action plan</li> <li>- gain commitment</li> </ul>	Effective adherence to coaching plan <ul style="list-style-type: none"> <li>- set goals</li> <li>- understand situation</li> <li>- explore options</li> <li>- develop action plan</li> <li>- gain commitment</li> </ul>	Able to adhere to some parts of coaching plan <ul style="list-style-type: none"> <li>- set goals</li> <li>- understand situation</li> <li>- explore options</li> <li>- develop action plan</li> <li>- gain commitment</li> </ul>	Barely able to adhere to coaching plan <ul style="list-style-type: none"> <li>- set goals</li> <li>- understand situation</li> <li>- explore options</li> <li>- develop action plan</li> <li>- gain commitment</li> </ul>	Entirely unable to adhere to coaching plan <ul style="list-style-type: none"> <li>- set goals</li> <li>- understand situation</li> <li>- explore options</li> <li>- develop action plan</li> <li>- gain commitment</li> </ul>
<b>Coaching Technique 20%</b>	Very effective coaching technique observed at all stages <ul style="list-style-type: none"> <li>- incisive questioning</li> <li>- active listening</li> <li>- suggestions offered when appropriate</li> <li>- focused on key issues</li> <li>- coachee-centred communication</li> </ul>	Mostly effective coaching technique observed at all stages <ul style="list-style-type: none"> <li>- incisive questioning</li> <li>- active listening</li> <li>- suggestions offered when appropriate</li> <li>- focused on key issues</li> <li>- coachee-centred communication</li> </ul>	Somewhat ineffective coaching technique observed at some stages <ul style="list-style-type: none"> <li>- incisive questioning</li> <li>- active listening</li> <li>- suggestions offered when appropriate</li> <li>- focused on key issues</li> <li>- coachee-centred communication</li> </ul>	Ineffective coaching technique observed at some stages <ul style="list-style-type: none"> <li>- incisive questioning</li> <li>- active listening</li> <li>- suggestions offered when appropriate</li> <li>- focused on key issues</li> <li>- coachee-centred communication</li> </ul>	Completely ineffective coaching technique observed at most stages <ul style="list-style-type: none"> <li>- incisive questioning</li> <li>- active listening</li> <li>- suggestions offered when appropriate</li> <li>- focused on key issues</li> <li>- coachee-centred communication</li> </ul>
<b>Spoken Presentation of Ideas 30%</b>	Very clear and effective spoken presentation of ideas <ul style="list-style-type: none"> <li>- constructive and supportive tone</li> <li>- fluency</li> <li>- speaking pace/volume</li> <li>- stress and intonation</li> <li>- pronunciation</li> <li>- grammar and word choice</li> </ul>	Generally clear and effective spoken presentation of ideas <ul style="list-style-type: none"> <li>- constructive and supportive tone</li> <li>- fluency</li> <li>- speaking pace/volume</li> <li>- stress and intonation</li> <li>- pronunciation</li> <li>- grammar and word choice</li> </ul>	Spoken presentation of ideas not always clear or effective <ul style="list-style-type: none"> <li>- constructive and supportive tone</li> <li>- fluency</li> <li>- speaking pace/volume</li> <li>- stress and intonation</li> <li>- pronunciation</li> <li>- grammar and word choice</li> </ul>	Spoken presentation of ideas mostly unclear and/or ineffective <ul style="list-style-type: none"> <li>- constructive and supportive tone</li> <li>- fluency</li> <li>- speaking pace/volume</li> <li>- stress and intonation</li> <li>- pronunciation</li> <li>- grammar and word choice</li> </ul>	Spoken presentation of ideas totally unclear and ineffective. <ul style="list-style-type: none"> <li>- constructive and supportive tone</li> <li>- fluency</li> <li>- speaking pace/volume</li> <li>- stress and intonation</li> <li>- pronunciation</li> <li>- grammar and word choice</li> </ul>
<b>Non-verbal Interaction 30%</b>	Very supportive, attentive, confident and natural non-verbal interaction <ul style="list-style-type: none"> <li>- use of voice</li> <li>- body movements and posture</li> <li>- eye contact and facial expressions</li> </ul>	Mostly supportive, attentive, confident and natural non-verbal interaction <ul style="list-style-type: none"> <li>- use of voice</li> <li>- body movements and posture</li> <li>- eye contact and facial expressions</li> </ul>	Non-verbal interaction not always supportive, attentive, confident or natural <ul style="list-style-type: none"> <li>- use of voice</li> <li>- body movements and posture</li> <li>- eye contact and facial expressions</li> </ul>	Non-verbal interaction mostly unsupportive, inattentive, lacking in confidence or unnatural <ul style="list-style-type: none"> <li>- use of voice</li> <li>- body movements and posture</li> <li>- eye contact and facial expressions</li> </ul>	Entirely unsupportive, inattentive, nervous and unnatural non-verbal interaction <ul style="list-style-type: none"> <li>- use of voice</li> <li>- body movements and posture</li> <li>- eye contact and facial expressions</li> </ul>

EN2408: Simulated Job Interview: (25%) Name: \_\_\_\_\_

Tut No: \_\_\_\_\_

Overall Grade: \_\_\_\_\_

Items to be assessed	Grade A+, A, or A-	Grade B+, B, or B-	Grade C+, C, or C-	Grade D	Grade F
<b>Content and Organization of Responses 35%</b>	Very effective responses <ul style="list-style-type: none"> <li>- evidence of active listening</li> <li>- scope and depth of information</li> <li>- organization of ideas</li> <li>- knowledge of self, employer, job</li> <li>- you-attitude</li> </ul>	Mostly effective responses <ul style="list-style-type: none"> <li>- evidence of active listening</li> <li>- scope and depth of information</li> <li>- organization of ideas</li> <li>- knowledge of self, employer, job</li> <li>- you-attitude</li> </ul>	Some ineffective responses <ul style="list-style-type: none"> <li>- evidence of active listening</li> <li>- scope and depth of information</li> <li>- organization of ideas</li> <li>- knowledge of self, employer, job</li> <li>- you-attitude</li> </ul>	Mostly ineffective responses <ul style="list-style-type: none"> <li>- evidence of active listening</li> <li>- scope and depth of information</li> <li>- organization of ideas</li> <li>- knowledge of self, employer, job</li> <li>- you-attitude</li> </ul>	Completely ineffective responses <ul style="list-style-type: none"> <li>- evidence of active listening</li> <li>- scope and depth of information</li> <li>- organization of ideas</li> <li>- knowledge of self, employer, job</li> <li>- you-attitude</li> </ul>
<b>Spoken Presentation of Ideas 30%</b>	Very effective spoken presentation of ideas <ul style="list-style-type: none"> <li>- style (clear and concise)</li> <li>- tone (responsive and polite)</li> <li>- fluency</li> <li>- pace and volume</li> <li>- stress and intonation</li> <li>- pronunciation</li> <li>- grammar, word choice, formality</li> </ul>	Generally effective spoken presentation of ideas <ul style="list-style-type: none"> <li>- style (clear and concise)</li> <li>- tone (responsive and polite)</li> <li>- fluency</li> <li>- pace and volume</li> <li>- stress and intonation</li> <li>- pronunciation</li> <li>- grammar, word choice, formality</li> </ul>	Spoken presentation of ideas not always effective <ul style="list-style-type: none"> <li>- style (clear and concise)</li> <li>- tone (responsive and polite)</li> <li>- fluency</li> <li>- pace and volume</li> <li>- stress and intonation</li> <li>- pronunciation</li> <li>- grammar, word choice, formality</li> </ul>	Spoken presentation of ideas mostly ineffective <ul style="list-style-type: none"> <li>- style (clear and concise)</li> <li>- tone (responsive and polite)</li> <li>- fluency</li> <li>- pace and volume</li> <li>- stress and intonation</li> <li>- pronunciation</li> <li>- grammar, word choice, formality</li> </ul>	Spoken presentation of ideas totally ineffective <ul style="list-style-type: none"> <li>- style (clear and concise)</li> <li>- tone (responsive and polite)</li> <li>- fluency</li> <li>- pace and volume</li> <li>- stress and intonation</li> <li>- pronunciation</li> <li>- grammar, word choice, formality</li> </ul>
<b>Non-verbal Interaction 35%</b>	Very confident, responsive, polite and natural non-verbal interaction <ul style="list-style-type: none"> <li>- energy and enthusiasm</li> <li>- use of voice</li> <li>- body movements and posture</li> <li>- eye contact and facial expressions</li> </ul>	Mostly confident, responsive, polite and natural non-verbal interaction <ul style="list-style-type: none"> <li>- energy and enthusiasm</li> <li>- use of voice</li> <li>- body movements and posture</li> <li>- eye contact and facial expressions</li> </ul>	Non-verbal interaction not always confident, responsive, polite or natural <ul style="list-style-type: none"> <li>- energy and enthusiasm</li> <li>- use of voice</li> <li>- body movements and posture</li> <li>- eye contact and facial expressions</li> </ul>	Non-verbal interaction mostly lacking in confidence, unresponsive, impolite or unnatural <ul style="list-style-type: none"> <li>- energy and enthusiasm</li> <li>- use of voice</li> <li>- body movements and posture</li> <li>- eye contact and facial expressions</li> </ul>	Entirely lacking in confidence, unresponsive, impolite and unnatural non-verbal interaction <ul style="list-style-type: none"> <li>- energy and enthusiasm</li> <li>- use of voice</li> <li>- body movements and posture</li> <li>- eye contact and facial expressions</li> </ul>

**EN2408: Self-Reflections and Learning Plan: (15%)**

**Name:** \_\_\_\_\_ **Tut No: T**\_\_ **Overall Grade:** \_\_\_\_

Items to be assessed	Grades A+, A, A-	Grades B+, B, B-	Grades C+,C, C-	Grade D	Grade F
<p><b>Content (40%)</b></p> <ul style="list-style-type: none"> <li>▪ Insightful, balanced and comprehensive evaluation of progress and performance, incorporating specific, observable evidence</li> <li>▪ Useful and realistic post-course learning plan well-linked to self-reflections</li> </ul>	Evident	Mostly evident	Partially evident	Very limited	Not evident
<p><b>Organization (30%)</b></p> <ul style="list-style-type: none"> <li>▪ Clear structure</li> <li>▪ Logical flow of ideas</li> <li>▪ Smooth linkage between sentences, paragraphs and ideas</li> </ul>	Evident	Mostly evident	Partially evident	Very limited	Not evident
<p><b>Language (30%)</b></p> <ul style="list-style-type: none"> <li>▪ Clear, concise writing style</li> <li>▪ Accurate grammar</li> <li>▪ Good vocabulary range</li> <li>▪ Positive, objective tone</li> </ul>	Evident	Mostly evident	Partially evident	Very limited	Not evident