

City University of Hong Kong

**Information on a Course
offered by Department of English
with effect from Semester A in 2009-2010**

This form is for completion by the Course Co-ordinator/Examiner. 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.

Part I

Course Title: Common Usage Problems in Hong Kong English

Course Code: EN2706

Course Duration: 1 semester

No. of Credit Units: 3

Level: B2

Medium of Instruction: English

Prerequisites: (*Course Code and Title*) Nil

Precursors: (*Course Code and Title*) Nil

Equivalent Courses: (*Course Code and Title*) Nil

Exclusive Courses: (*Course Code and Title*) Nil

Part II

1. Course Aims:

This course aims to raise students' awareness of some of the most common usage problems made by ESL learners in Hong Kong and to enable them to self-correct their errors in writing.

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.	identify some basic grammatical concepts needed for language analysis;	
2.	identify a subset of high-frequency lexical and structural problems;	
3.	describe the nature of the lexical and structural problems identified;	
4.	describe the sources of the lexical and structural problems identified;	
5.	self-correct the lexical and structural problems identified;	
6.	apply an effective model of error correction.	

3. Teaching and learning Activities (TLAs)

(designed to facilitate students' achievement of the CILOs)

This section is indicative of likely activities and tasks students will undertake in this course. Final details will be provided to students in the first week.

ILO No	TLAs	Hours/week (if applicable)
CILOs 1-6	<p>Reading the course book and the handouts</p> <p>The course book and the handouts contain information related to all the topics dealt with in the course. Students are encouraged to have completed the reading assignment of the week before class and to do the assigned exercises in class or before class.</p>	5 hours / week over 13 wks
CILOs 1-6	<p>Interactive Lecturing</p> <p>There will be one three-hour lecture every week. In the lectures, basic grammatical concepts needed for language analysis will be introduced, the nature and probable causes of some common English lexical and structural problems will be discussed, and remedial instructional materials designed for helping students overcome some of the common errors under discussion will also be</p>	2 hours / week over 13 wks

	introduced.	
CILOs 1-6	<p>In-Class Activities</p> <p>Students will be engaged in various problem-solving activities and discussions and apply the theoretical concepts learnt to the analysis of some English texts or sentences.</p>	1 hour / week over 13 wks

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

This section is indicative of likely assessment tasks students will undertake in this course. Final details will be provided to students during the semester.

ILO No	Type of assessment tasks/activities	Weighting (if applicable)	Remarks
CILOs 1-4	<p>In-class Tests</p> <p>Two 50-minute tests (one in the middle of the semester and the other towards the end of the semester) will be designed to help students revise and learn the concepts covered in the course. Their performance in the tests will be assessed individually according to how well they are able to</p> <ul style="list-style-type: none"> • identify the basic grammatical concepts needed for language analysis; • identify the subset of high-frequency lexical and structural problems discussed in the course; • describe the nature of the lexical and structural problems identified; • describe the sources of the lexical and structural problems identified; 	60% of course total (30% for each test)	Individual work; to be assessed individually
CILOs 1-6	<p>Individual Assignment</p> <p>One individual assignment will be given to students to help them apply their knowledge to the analysis of English sentences. The assignment will be of two sections.</p> <p>The first section will consist of a few unacceptable English sentences. Students are required to demonstrate their ability to</p>	40% of course total (70% of assignment total)	Individual work; to be assessed individually

	analyze the nature of the problems, the possible causes of the problems, and the correct usage. The second part will be a short-essay which aims at assessing students' ability to apply an effective model of error correction.	30% of assignment total)	
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5. Grading of Student Achievement:

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

Non-essay type questions in the in-class tests will be marked according to the accuracy of the answers. Correct answers will be awarded full marks of the respective questions, half-correct answers will be awarded half of the marks devoted to the respective questions, and wrong or irrelevant answers will be awarded zero.

Criteria for Assessment

Essay type questions in the in-class tests and individual assignment will be marked according to the following criteria.

- Grade A: Students demonstrate excellent skills in applying the grammatical concepts learnt in the course to the analysis of the nature, sources and rectification of the usage problems identified. They also consistently maintain a high degree of grammatical accuracy in giving the analyses.
- Grade B: Students demonstrate good skills in applying the grammatical concepts learnt in the course to the analysis of the nature, sources and rectification of the usage problems identified. They also show a relatively high degree of grammatical control in giving the analyses.
- Grade C: Student demonstrate adequate skills in applying the grammatical concepts learnt in the course to the analysis of the nature, sources and rectification of the usage problems identified. They also communicate with reasonable accuracy in giving the analyses.
- Grade D: Student demonstrate very limited skills in applying the grammatical concepts learnt in the course to the analysis of the nature, sources and rectification of the usage problems identified. They also use simple structures correctly in giving the analyses.
- Grade F: Student cannot demonstrate skills in applying the grammatical concepts learnt in the course to the analysis of the nature, sources and rectification of the usage problems identified. They also show only limited control of a few simple grammatical structures and sentence patterns in giving the analyses.

Part III

Keyword Syllabus:

Grammar; Sentences; Clauses; Phrases; Word Classes; Subject; Verb; Direct Object; Indirect Object; Tenses; Articles; Determiners; Relative clauses; Reduced relative clauses; Prepositional phrases.

Common English errors; Grammatical problems; Language accuracy; Lexical choice and errors; Structural errors; Remedial instruction; Effective error correction procedures; Form-focused corrective feedback.

Recommended Readings:

Textbook

Greenbaum, S and Nelson, G. (2002). *An Introduction to English Grammar (second edition)*. London: Longman.

Other References

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- Chan, A.Y.W. (2004). The boy who Mary loves him is called John: a study of the resumptive pronoun problem and its correction strategies. *Hong Kong Journal of Applied Linguistics*, 9.1: 53-69.
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